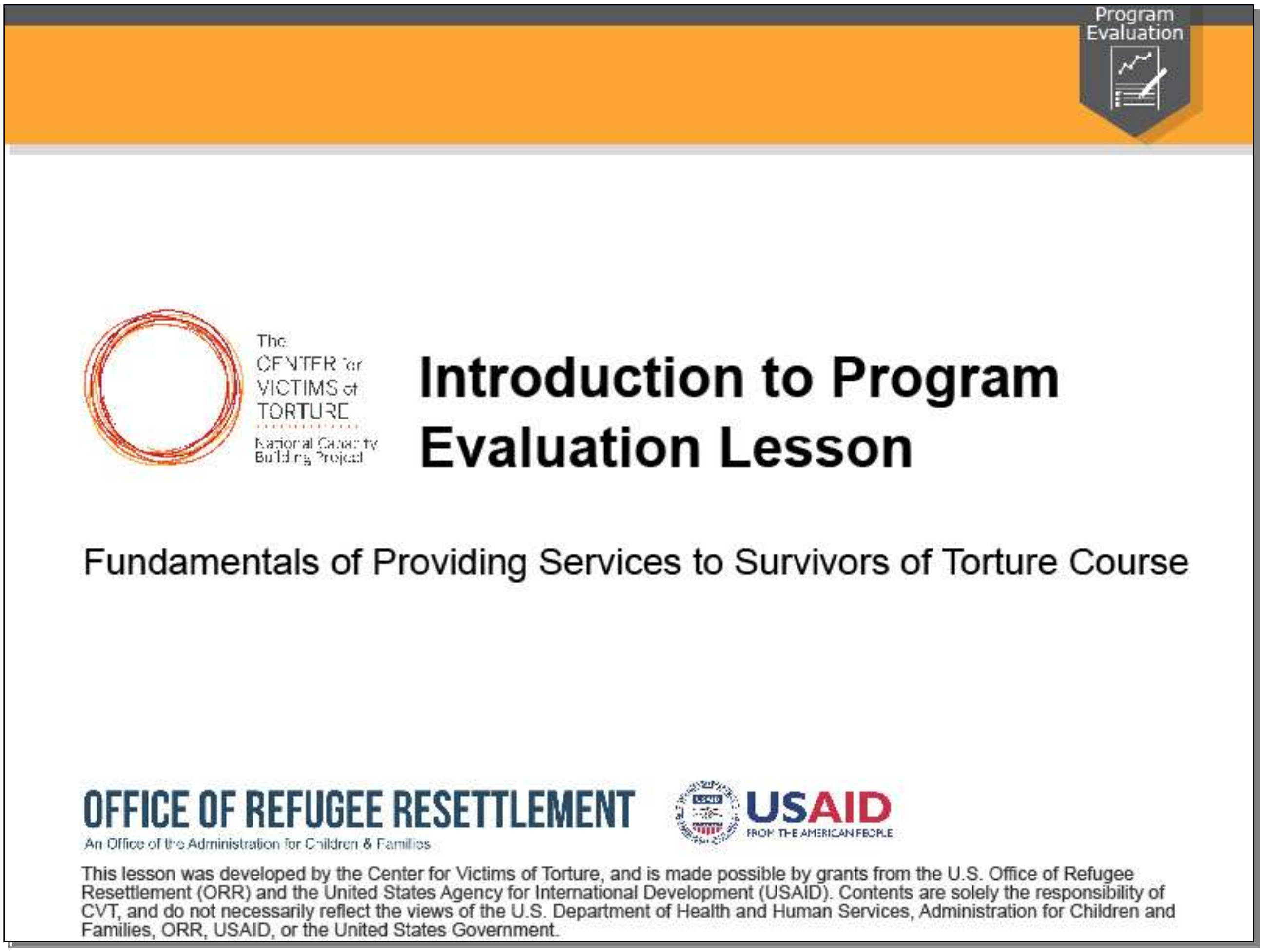
Introduction to Program Evaluation Lesson Transcript

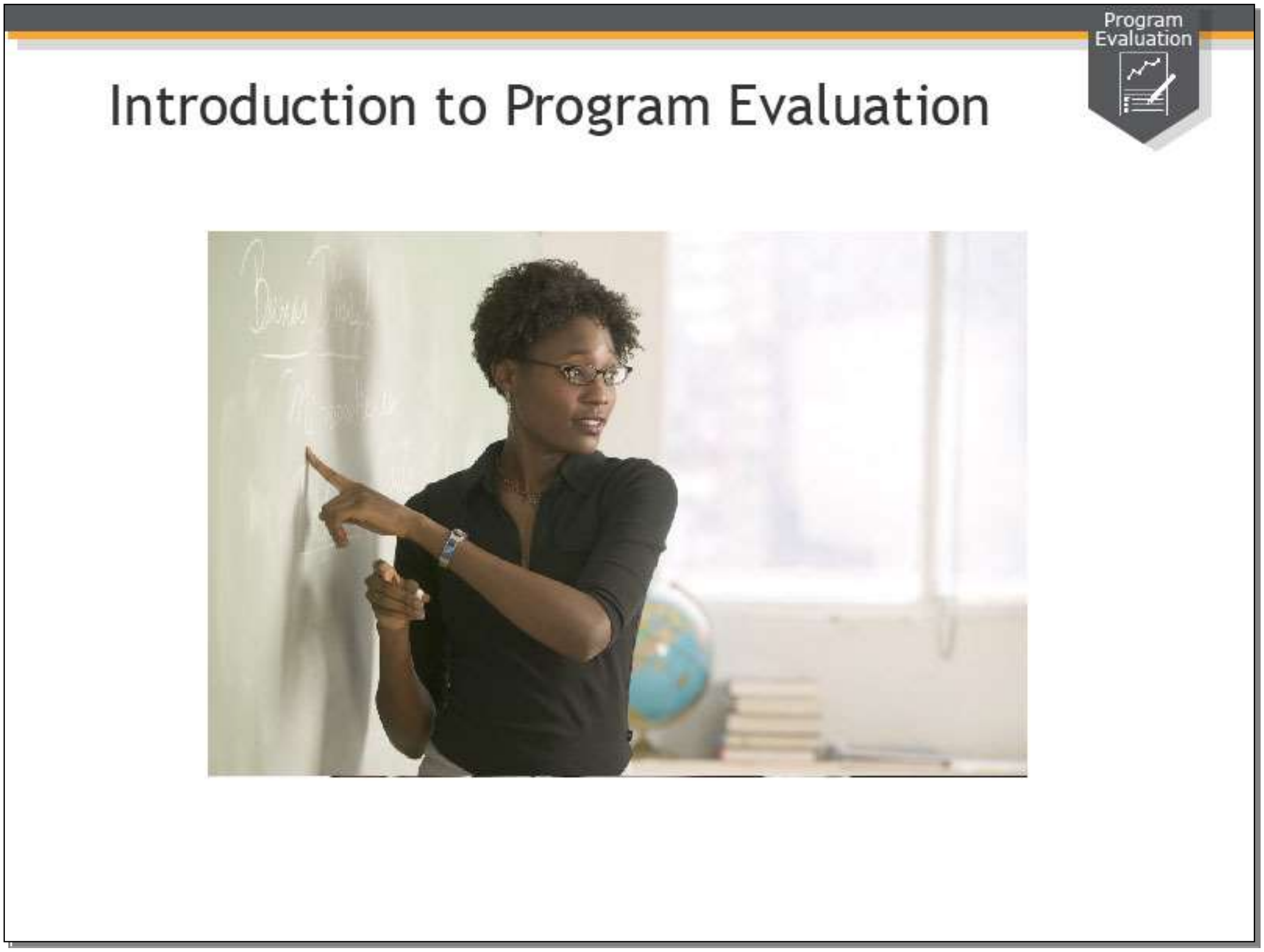
Slide 1 - Lesson Title



Audio Transcript:

Welcome to the Introduction to Program Evaluation unit in the Fundamentals of Providing Services to Survivors of Torture course.

Slide 2 - Introduction to Program Evaluation



Audio Transcript:

Program Evaluation is recognized as an important set of practices for organizations that serve refugees, asylum seekers, and survivors of torture.

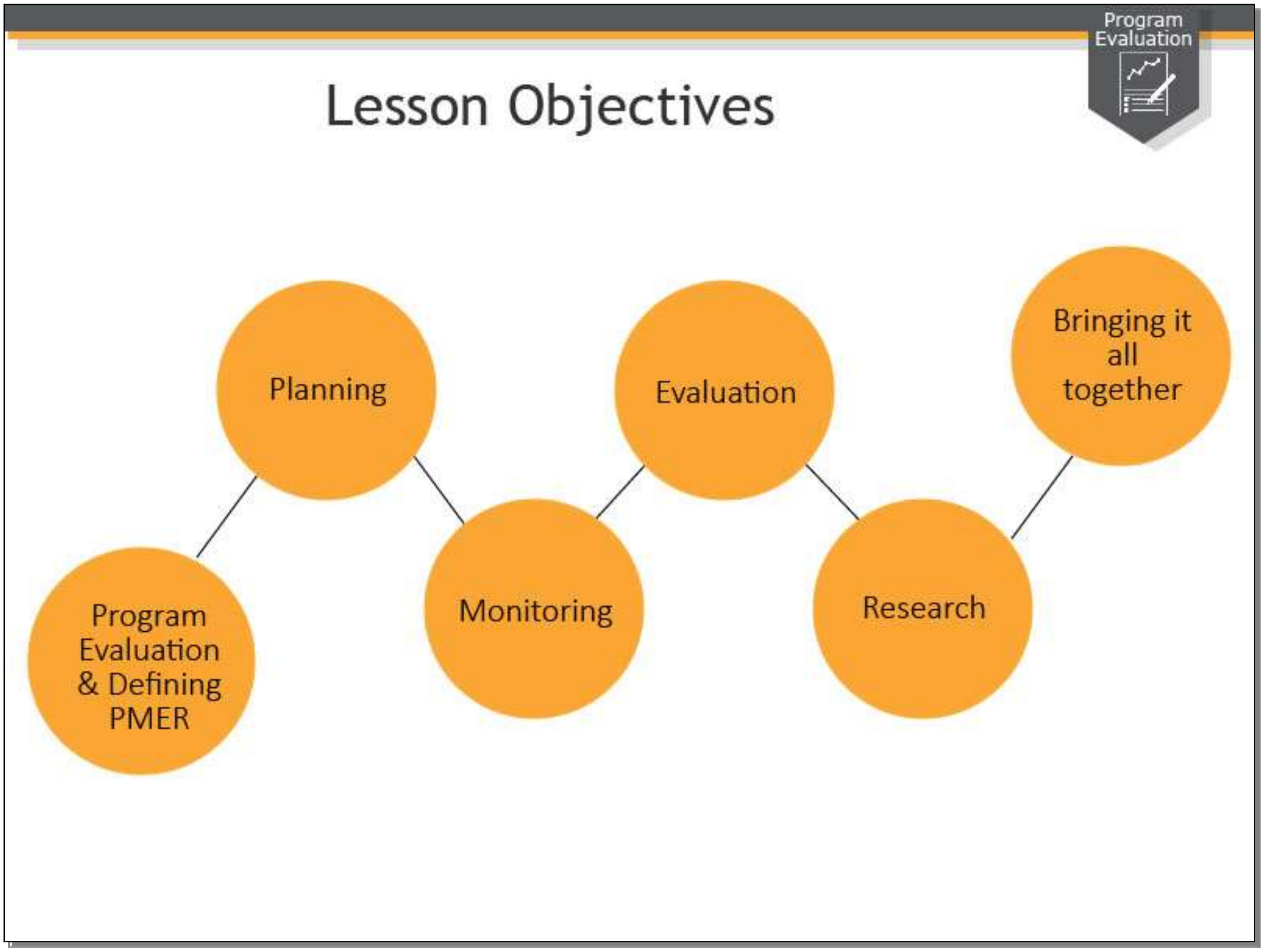
The collection and evaluation of program data can support client care, program planning, and organizational development.

In some cases, the role of Program Evaluation may not be clearly understood by all staff. Also, there may be some natural tensions among staff in different roles about how to gather and use program data.

It is useful to remember: all areas of the organization have an interest in quality program evaluation.

Staff in all roles, from those who directly provide client services, to those in organizational management and administration, to those in program evaluation—play an important part in the gathering and evaluation of program data, and each area or role also benefits from effective analysis.

Slide 3 - Lesson Objectives



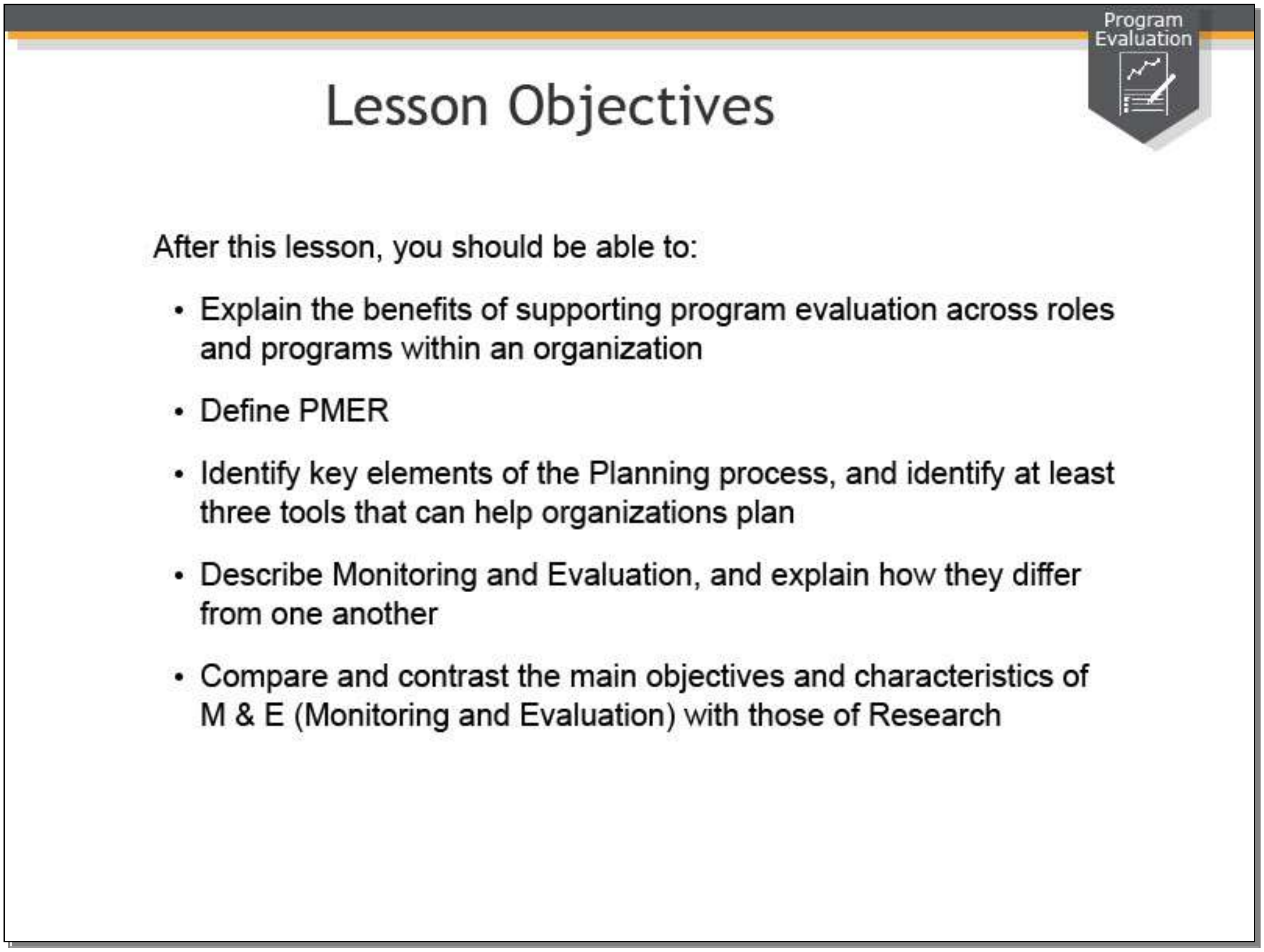
Audio Transcript:

The systems, processes and information associated with Program Evaluation are vital to ensure quality programs, enhance the impact of existing programs, and, increasingly, to secure funding.

Staff often misunderstand, undervalue, or do not see their own role within these processes and systems.

In this lesson, we will provide an introduction to what we call PMER and highlight how this concept both benefits and relies on staff in all areas of your organization.

Slide 4 - Lesson Objectives (cont)

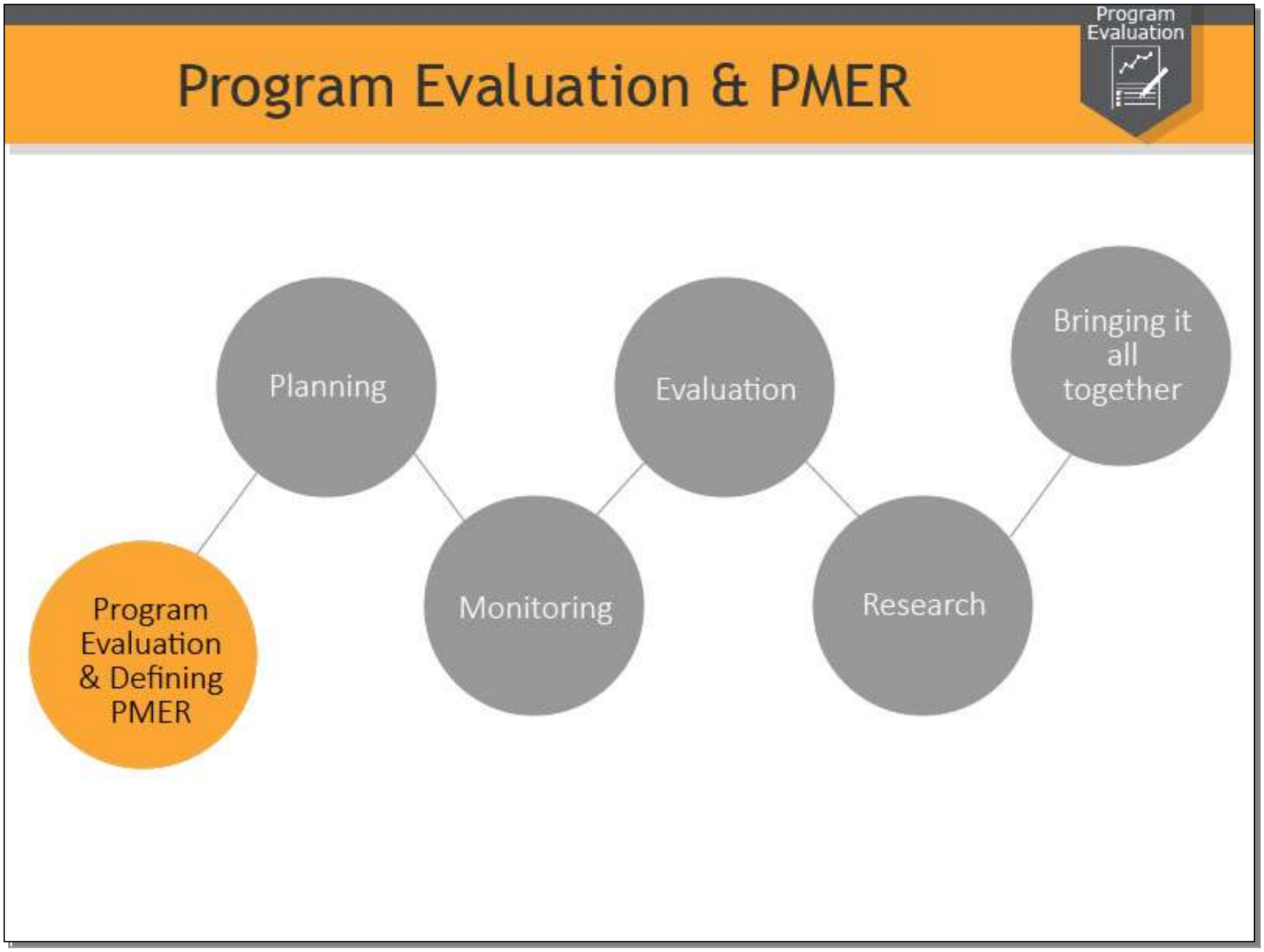


Audio Transcript:

After this lesson, you should be able to:

- Explain the benefits of supporting program evaluation across roles and programs within an organization.
- Define PMER: Planning, Monitoring, Evaluation, and Research.
- Identify key elements of the Planning process, and identify at least three tools that organizations might use to develop a Monitoring & Evaluation plan.
- Describe Monitoring and Evaluation, and explain how they differ from one another.
- Compare and contrast the main objectives and characteristics of Monitoring and Evaluation—or, M&E—with those of Research.

Slide 5 - I: Program Evaluation & PMER



Audio Transcript:

There are many reasons that having good Program Evaluation systems and processes can benefit you, your organization, and your beneficiaries.

Slide 6 - Benefits of Program Evaluation

Audio Transcript:

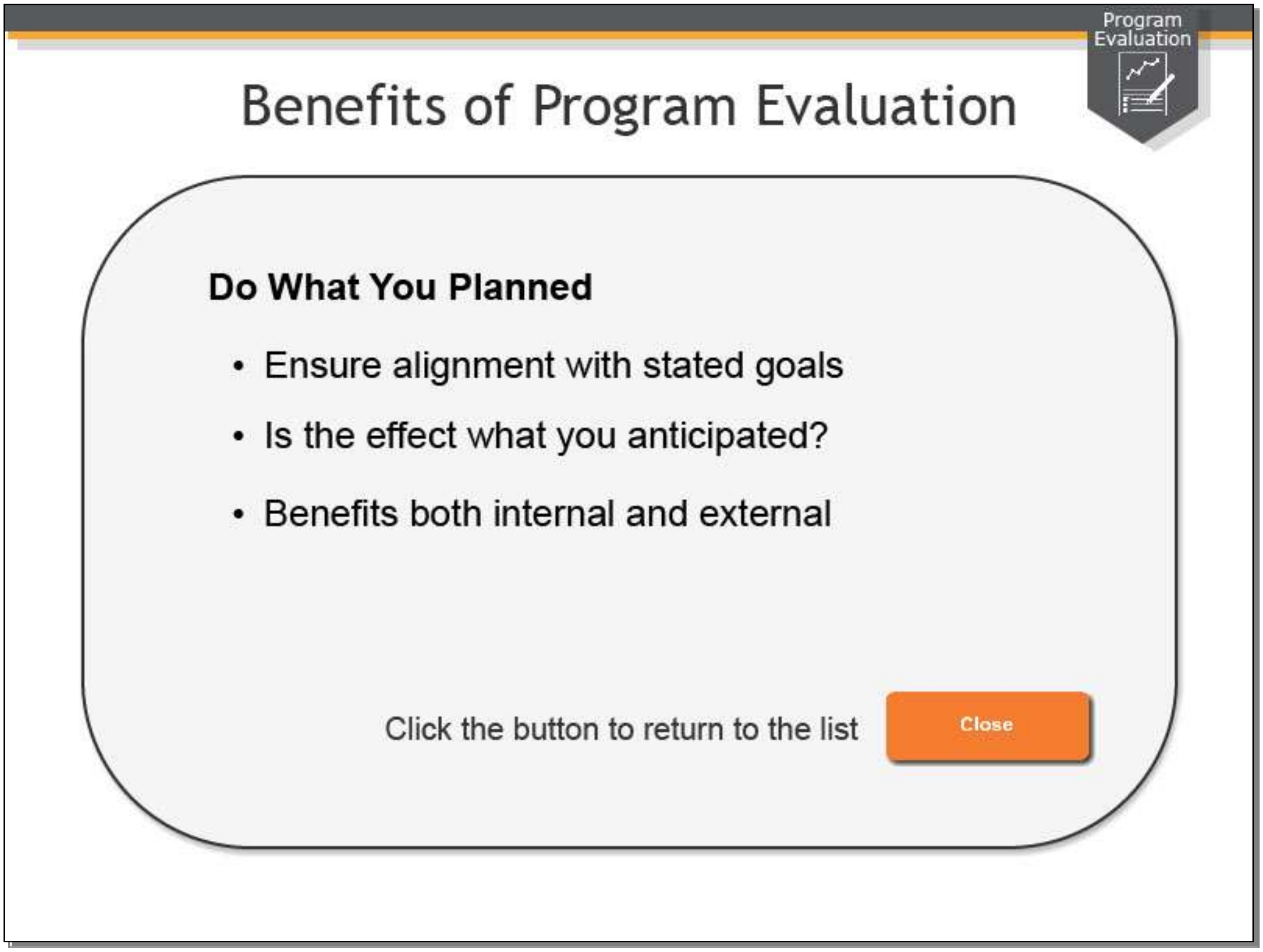
Click each of the buttons to learn more about five key benefits of Program Evaluation. When you are finished, click the continue button.

Slide 7 - Benefits of Program Evaluation (cont)

Audio Transcript:

There are many reasons to do PMER and many ways in which it can help your organization. However, in this lesson we will focus on five core reasons to implement PMER processes.

Slide 8 - Do What You Planned



Audio Transcript:

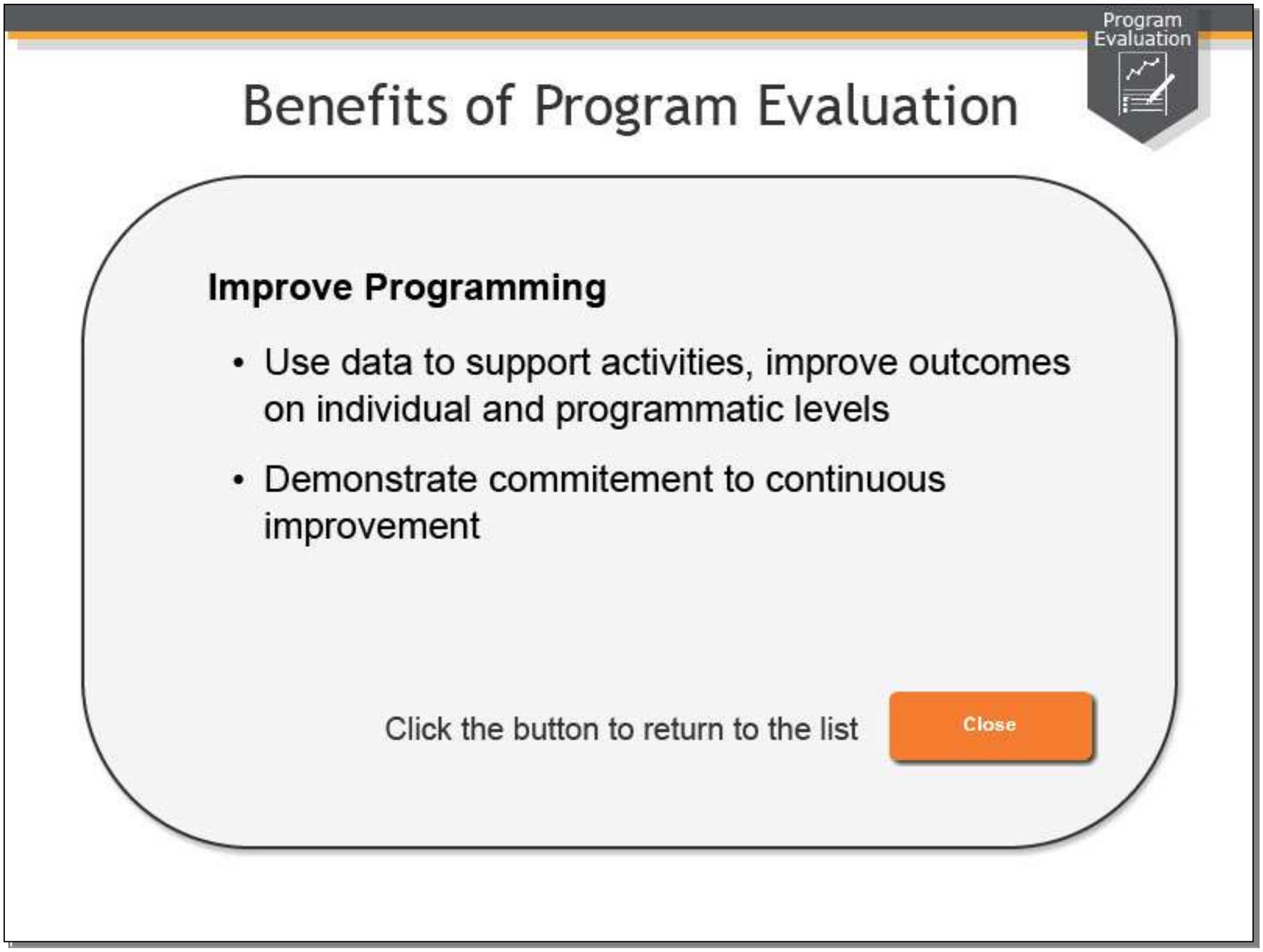
Program evaluation helps ensure that what you do matches what you planned to do—that the organization's work stays aligned with the stated goals, and has the impact that you anticipated.

In addition to the many internal benefits of measuring progress and impact with respect to your program goals, this is also helpful in reporting to funders.

Many funders require grantees to submit reports with information about how they have used grant funds to achieve the stated goals and objectives.

For example, funders may expect you to explain what activities you conducted, show how many beneficiaries you served, and provide evidence that your services were effective.

Slide 9 - Improve Programming



Audio Transcript:

Program evaluation can improve programming and client care. Staff who provide services directly to clients may prioritize individual client outcomes and the individual purposes of collecting client assessments and other data.

However, clinical supervisors and program managers need to know more broadly how well programs work and what changes might further improve client care and services.

Using data from assessments and other sources can help improve outcomes in existing programs and provide valuable information about the broader program.

Program evaluation allows clinical program development to be informed by client needs, which increases effectiveness of the work and can improve client outcomes.

Using program evaluation in this way also demonstrates to funders, staff, and clients that your organization is committed to continuous improvement.

Slide 10 - Celebrate Accomplishments

Audio Transcript:

In addition to identifying problems in a program, Program Evaluation also shows what is going well and helps you celebrate accomplishments. Communicating these successes improves team motivation and morale.

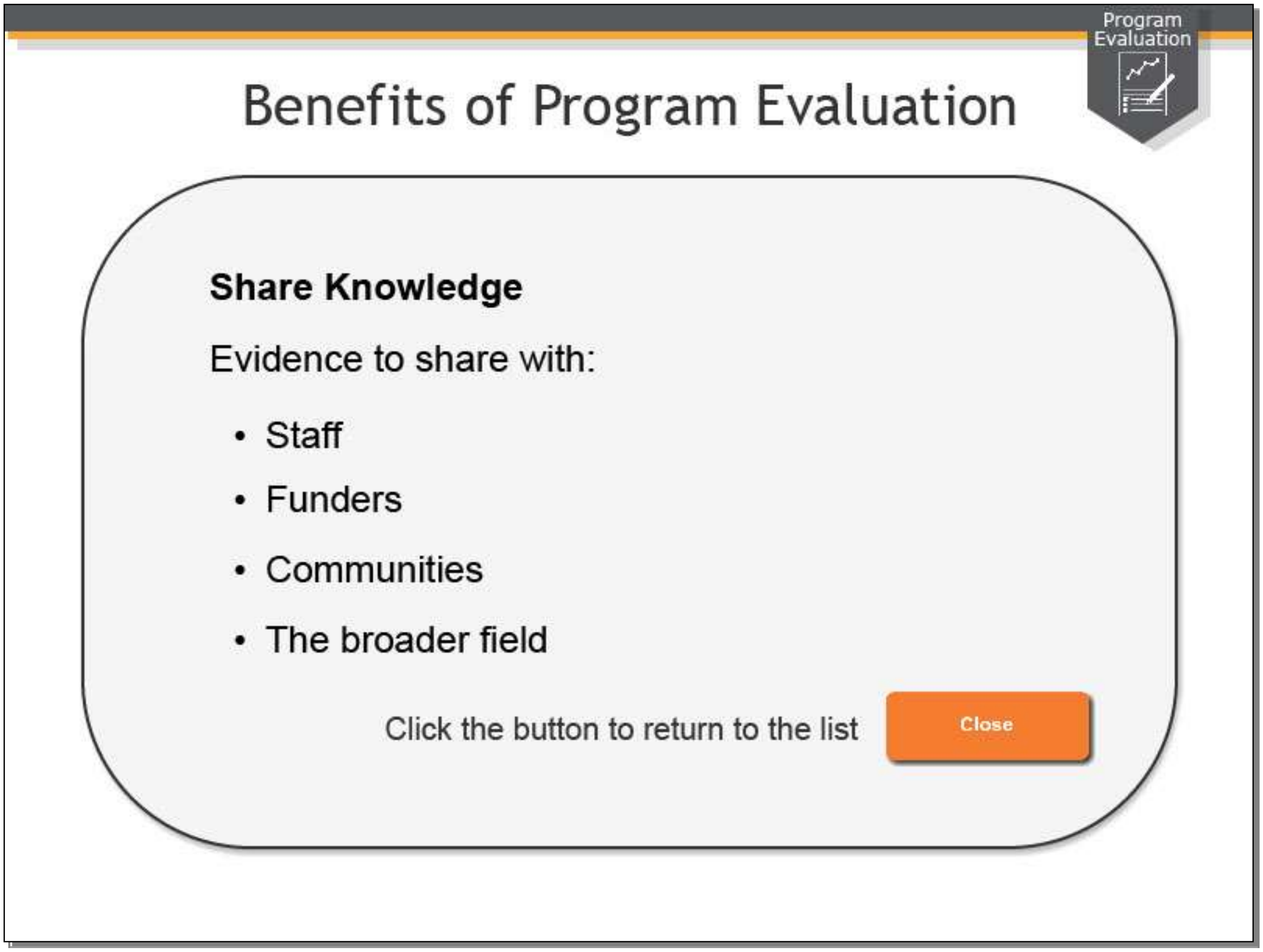
Slide 11 - Fund Your Programs & Organization

Audio Transcript:

Program evaluation helps you demonstrate quality and impact of your programs, and an established evaluation system and plan can help make your funding proposals more competitive.

This can mean better funding opportunities for your programs and better support for your organization.

Slide 12 - Share Knowledge

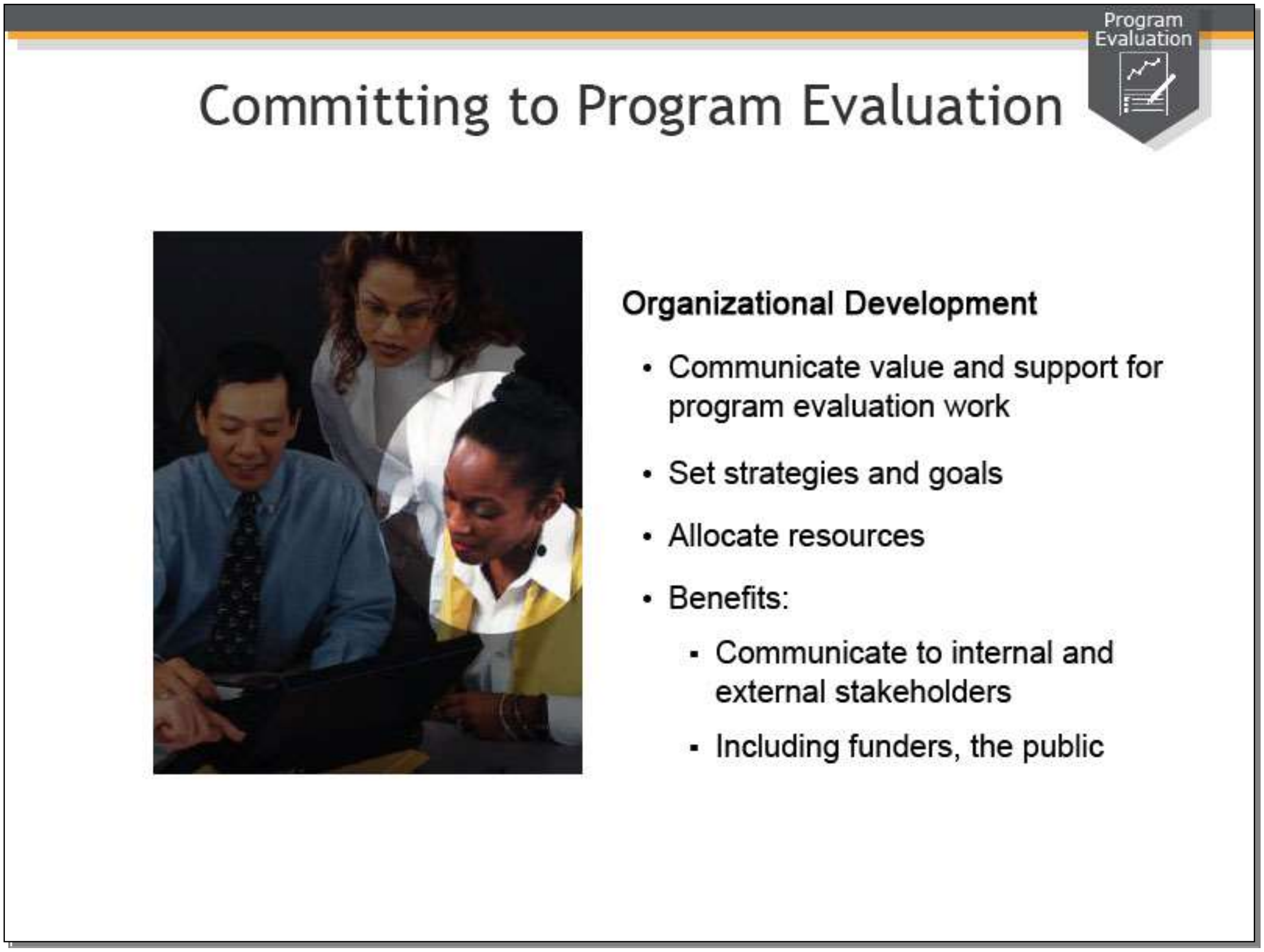


Audio Transcript:

Finally, program evaluation provides you with the evidence and support necessary to share information about your organization and its programs

with your staff, your funders, local or national communities, and others in the global trauma rehabilitation movement.

Slide 13 - Committing to Program Evaluation



Audio Transcript:

High-quality program evaluation can ultimately help refugees, asylum seekers, and torture survivors live better lives through better, more informed services and continuous program improvement.

However, program evaluation also requires a significant investment of time, money, staff, and other resources.

As we said earlier, in some cases staff members may not fully recognize the role of Program Evaluation or staff in different roles may disagree about how to gather and use program data.

However, every staff role plays an important part in the gathering and evaluation of program data, and each area or role also benefits from effective analysis. For example:

Managers and administrators play an important role in communicating the value of data and program evaluation across the organization.

They help set strategies, communicate goals, and support policies data management systems, and processes that drive data collection and evaluation.

Management also secures and allocates resources that program evaluation staff need to do their work effectively.

These managers and administrators also use program evaluation data in communication with various internal and external stakeholders, including funders and the general public.

Client services staff, such as therapists, social workers, medical professionals, legal staff, and others who work directly with clients and beneficiaries, are often in the best position to collect relevant data.

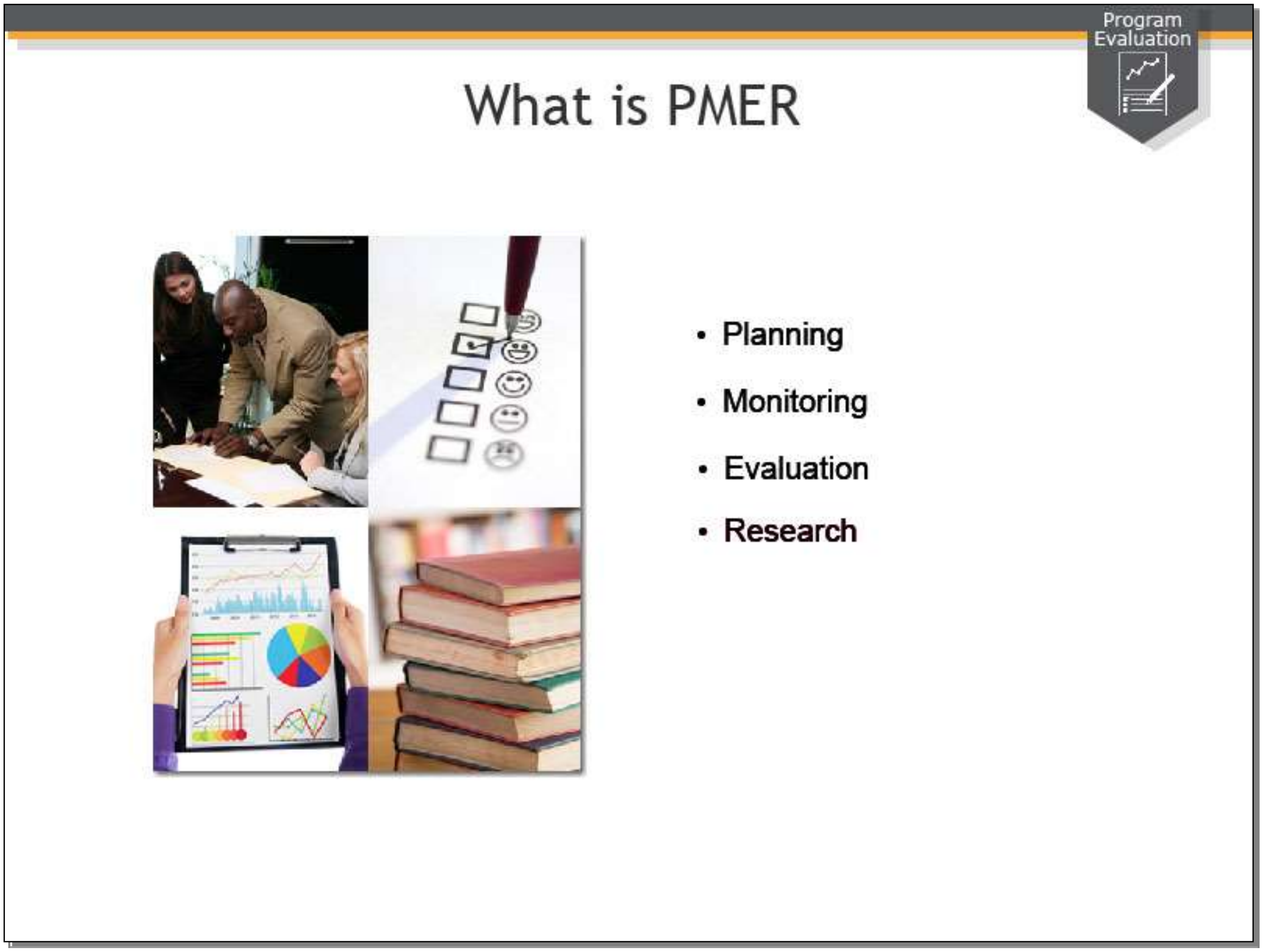
They are essential to proper data collection, interpretation, and use. These staff members incorporate program evaluation data into decision making, using the data not only to design treatment plans,

tailor services and track progress at the individual level, but to identify strengths and gaps in services and identify opportunities to develop or improve services and client outcomes.

Program evaluation staff work across roles—working with those providing client services, management and administration, and any other relevant staff roles—to ensure that the organization gathers the right data, to answer the right questions, without creating undue risk or stress for clients.

They implement rigorous and ethical data collection and analysis practices, and they provide timely communication of results and lessons learned to internal and external stakeholders.

Slide 14 - What Is PMER?



Audio Transcript:

Now that we've described some of the high-level benefits and responsibilities related to program evaluation for different staff roles and discussed how program evaluation can benefit your clients and programs,

it may be useful to understand program evaluation in the broader context of what we call PMER.

PMER stands for Planning, Monitoring, Evaluation, and Research.

Planning refers to all of the preparation and collaboration necessary to implement robust monitoring, evaluation, and (when appropriate) research.

Deliberate, thoughtful planning is the foundation of good program evaluation practices.

Monitoring is the regular and systematic collection of information, and use of that information to track progress against set standards and benchmarks.

Evaluation in the PMER context refers to a systematic process to determine the relevance, effectiveness, value, or sustainability of a program or intervention.

Donors and organizations may define monitoring and evaluation—or, M&E—differently, and some may not differentiate between them, referring to M&E as simply "evaluation."

However, each has a specific purpose and characteristics; therefore we will address them separately.

Research is a systematic method of collecting information to generate new and generalizable knowledge.

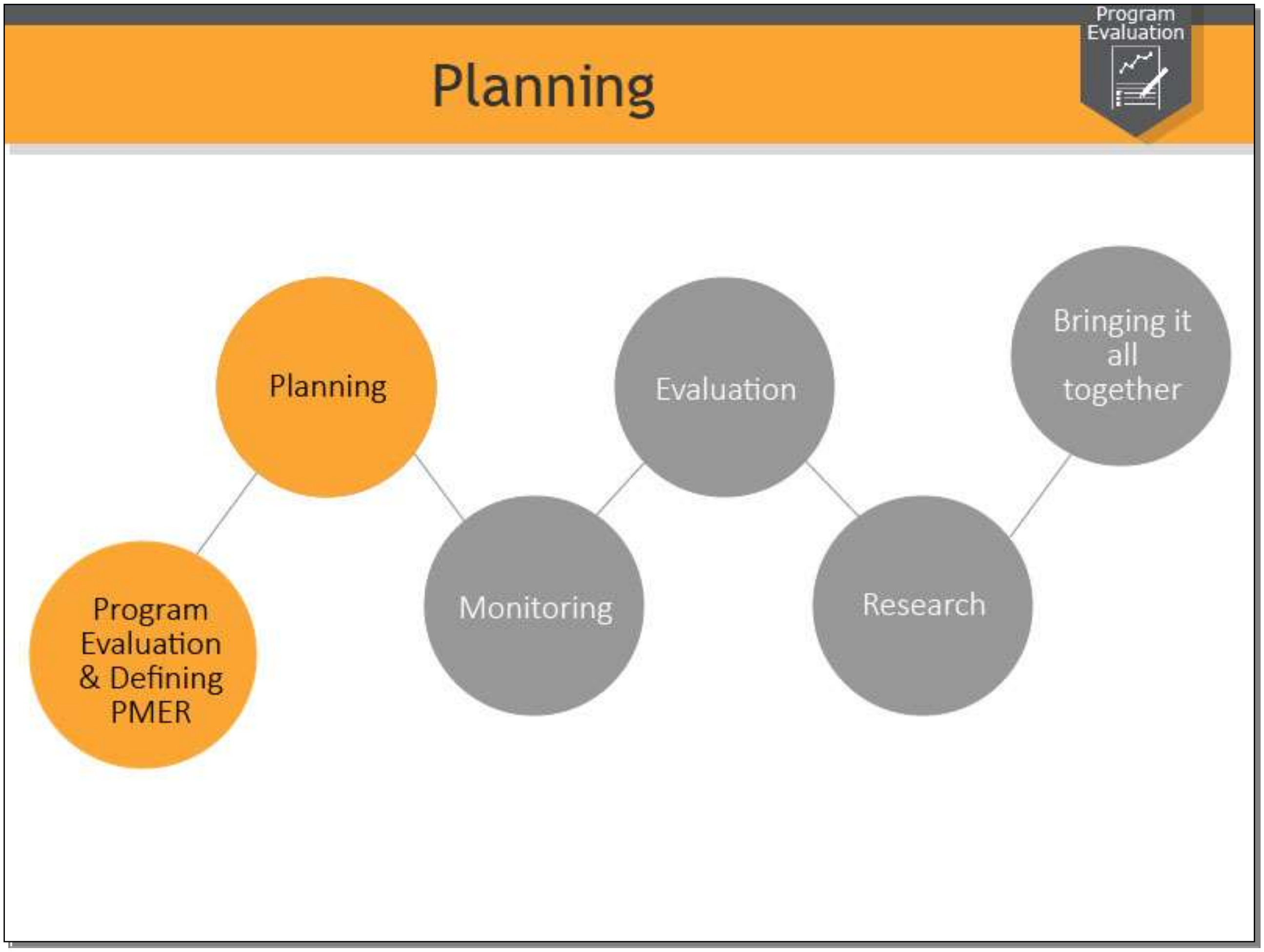
In the survivors of torture field, research is often used to build and augment an evidence base for professional practice.

Note that in some uses of the PMER acronym in the evaluation field, the letter “R” refers to reporting. For our purposes, R refers to research, and reporting is integrated into each component of PMER.

The first three components of PMER – Planning, Monitoring, and Evaluation—are all necessary for Program Evaluation.

Research is a related, but separate, idea. In this lesson we will discuss each of these four elements in greater detail.

Slide 15 - II: Planning



Audio Transcript:

Now, let's explore each of the four elements of PMER. The first is Planning.

Slide 16 - Planning

Planning

Planning

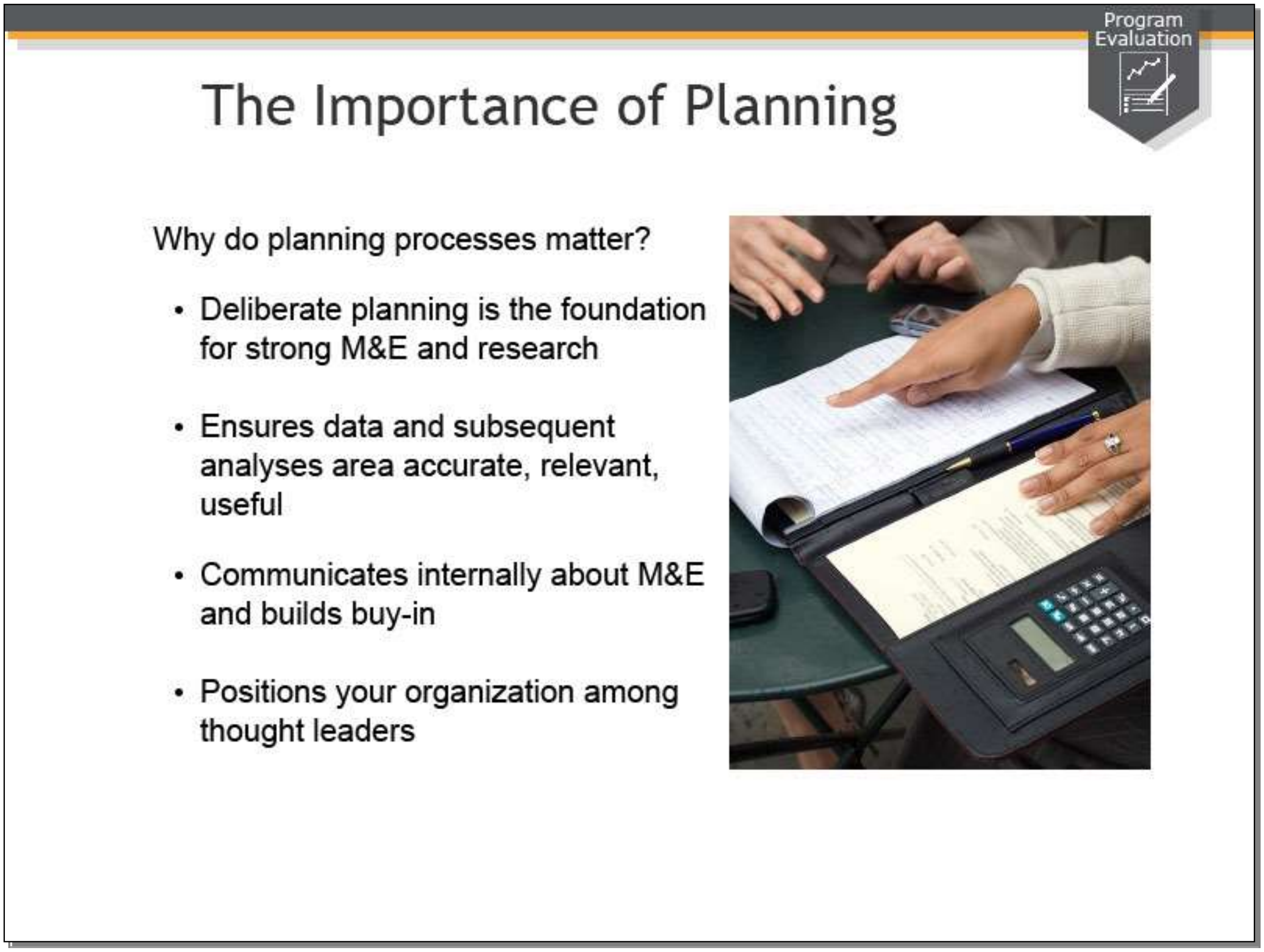
- Deciding on core indicators
- Developing or selecting assessments
- Selecting data platforms
- Drafting a methods discussion
- Collaborating with project team
- Securing budget

Audio Transcript:

Planning includes all of the preparation and collaboration necessary to implement robust monitoring, evaluation and, when appropriate, research.

Planning can include activities such as deciding on core indicators, developing or selecting assessments, selecting data platforms, drafting a methods discussion, collaborating with project team members to assign tasks, budget planning, and other activities.

Slide 17 - Importance of Planning



Audio Transcript:

Often organizations forego important steps in the planning phase.

Given constraints in time, resources, planning-related content in monitoring and evaluation literature, and other practical constraints, it may be tempting to rely on informal, ad-hoc planning or skip the planning phase entirely.

However, deliberate planning at the start of a project or program is always a good investment. Planning is the foundation for strong monitoring, evaluation, and research.

Planning helps ensure that the data you gather, and the analyses you make based on that data, are accurate, relevant, and useful to your organization’s work.

Also, a good planning process can help communicate to others in your organization about the benefits and processes for gathering and evaluating data, which in turn can increase buy-in.

Finally, committing to a deliberate planning process puts your organization at the forefront of thought in this area of practice.

Slide 18 - Know Your Program

Audio Transcript:

No one knows your work better than you do. You and your colleagues know your programs and your clients; you know the reason your organization exists; and you know the context in which you work.

But when we say "get to know your program" in the M&E sense—when we start to talk about measuring and analyzing the work—we refer to something specific: a methodical approach to examine specific questions and types of information related to the work.

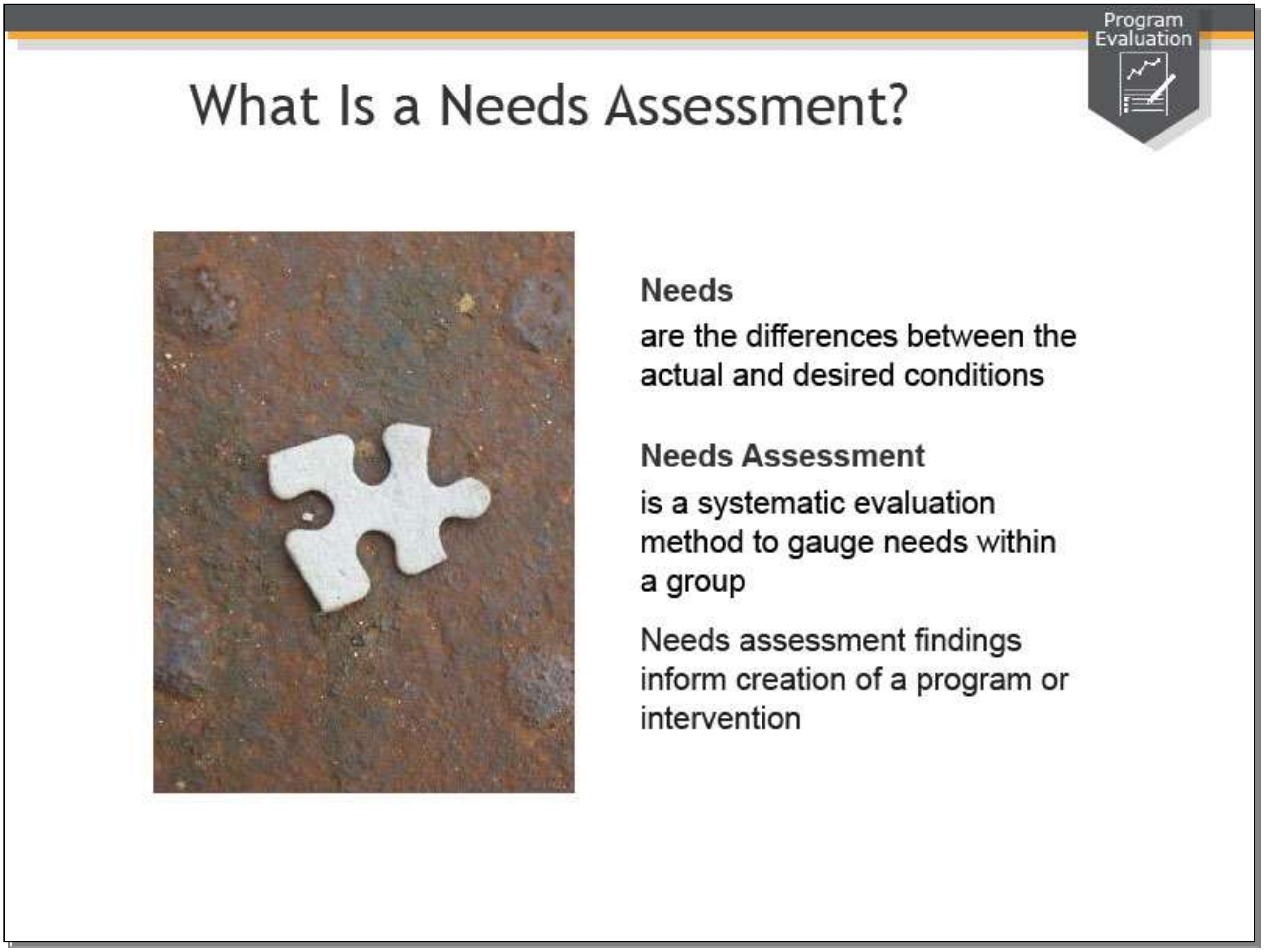
We are talking about framing the questions that are essential for meaningful and useful M&E before the start of any new program, or perhaps when a program is being reviewed and revised.

Two key and critical approaches to get to know your program in this way are: needs assessment, and definition of program theory and content.

These activities are key steps in planning that prepare you and your organization for effective, meaningful M&E. They result in information that is essential to plan and implement good monitoring and evaluation practices.

Furthermore, staff who work on M&E have an important role in these two steps, and should be deeply involved in the process.

Slide 19 - What is a Needs Assessment?



Audio Transcript:

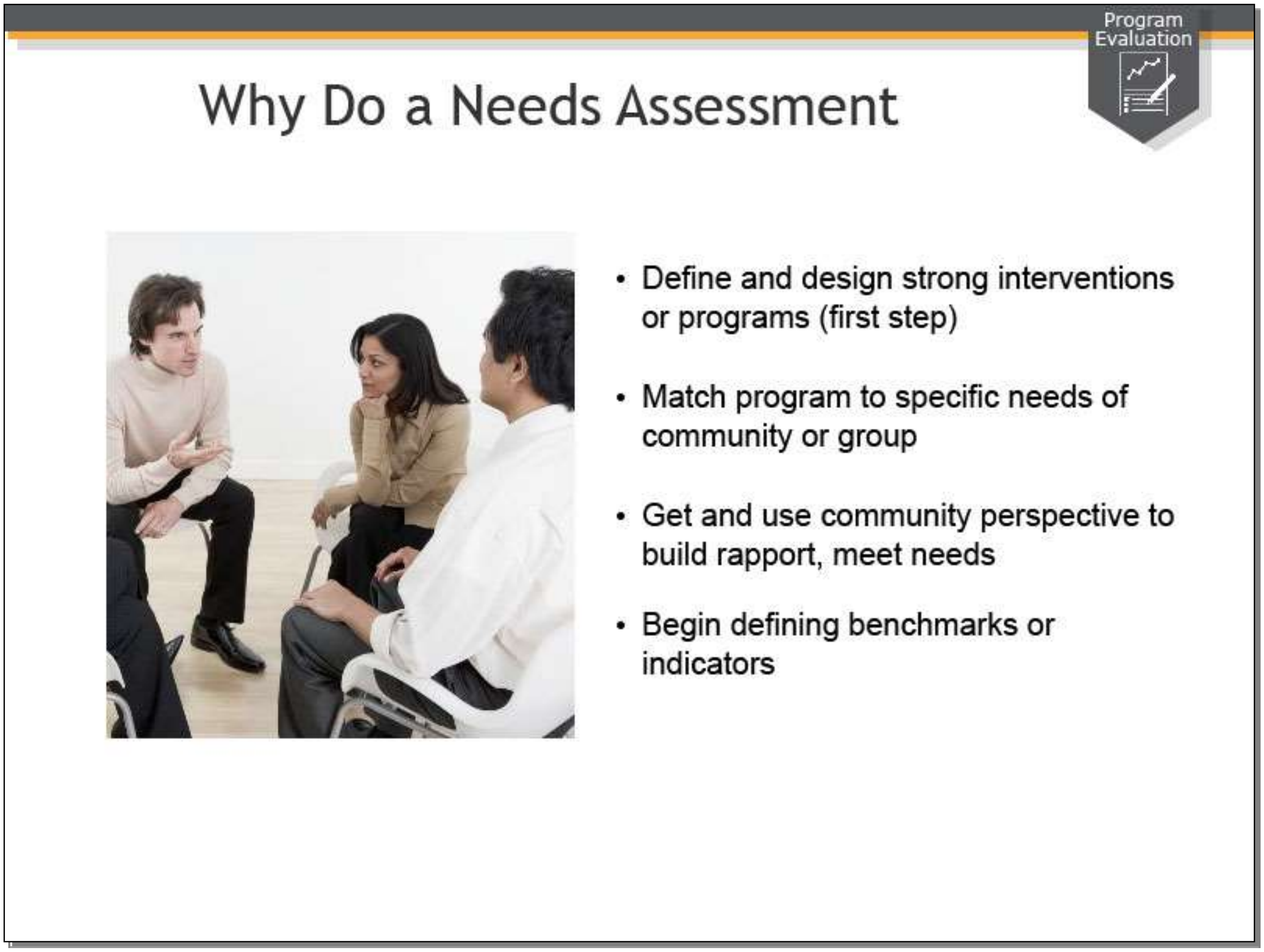
In the M&E context, need refers to the difference between the actual conditions or status of a specific population or group, and the desired status or conditions.

A needs assessment is a systematic evaluation method to gauge the requirements or “needs” of that group.

It is designed primarily as a tool to support planning an intervention or program that is specifically relevant to the group or community the program aims to serve.

The population’s needs—as they appear in findings from the needs assessment—should directly inform the design of the program.

Slide 20 - Why Do a Needs Assessment?



Audio Transcript:

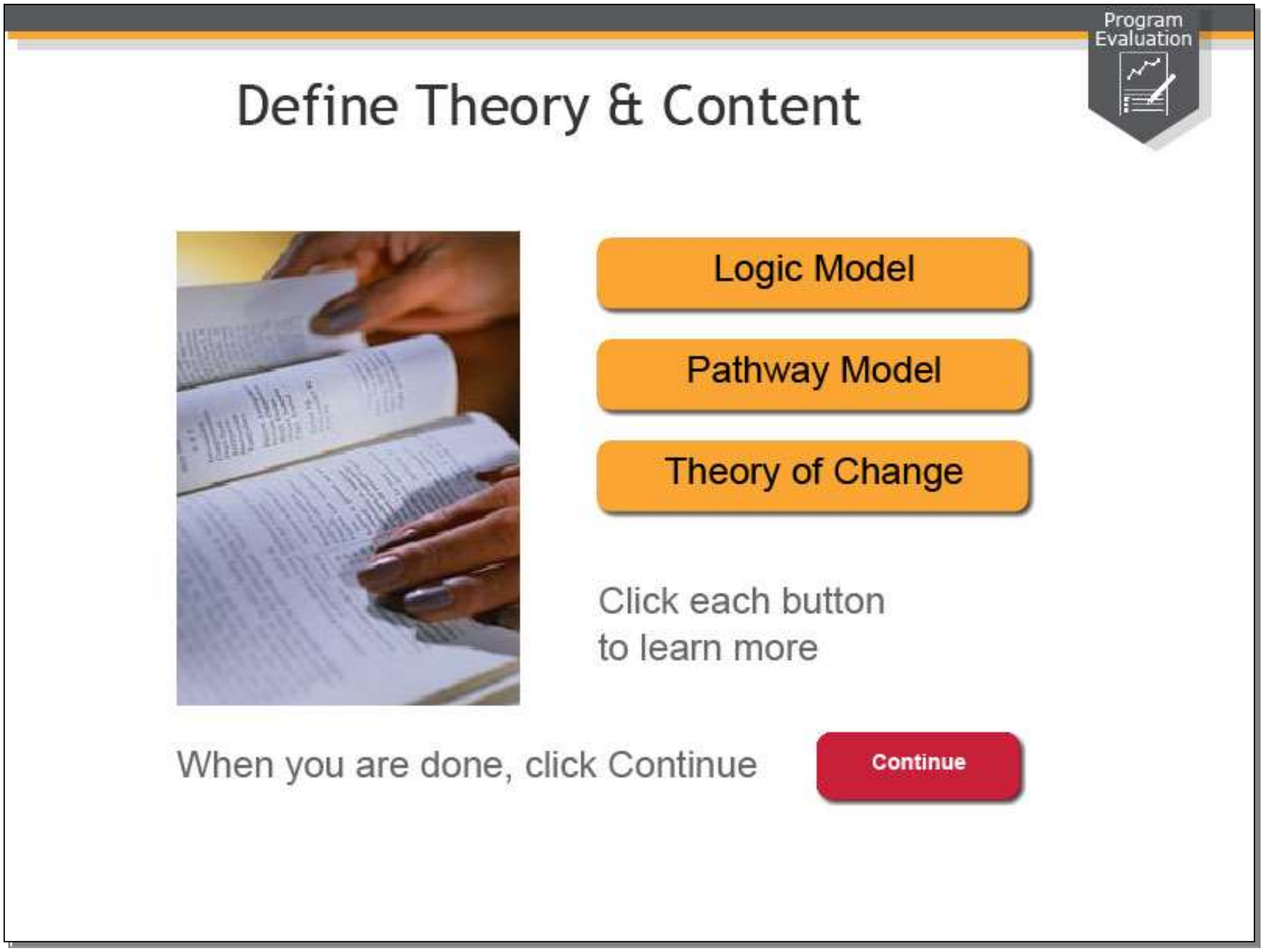
Overall, a needs assessment helps you define key aspects of your program. It is a critical first step toward designing a powerful intervention.

A needs assessment helps you match your program to the specific needs and desires of the community or group that the program is intended to serve.

It can also help you gather and use the perspectives of the community or group served. This is critical—it builds rapport, and increases the likelihood that your program will truly meet your beneficiaries' needs and work within the specific context.

A needs assessment also helps you begin defining your goals and objectives—including meaningful benchmarks or indicators—which are essential before you can conduct monitoring and evaluation.

Slide 21 - Define Theory and Content



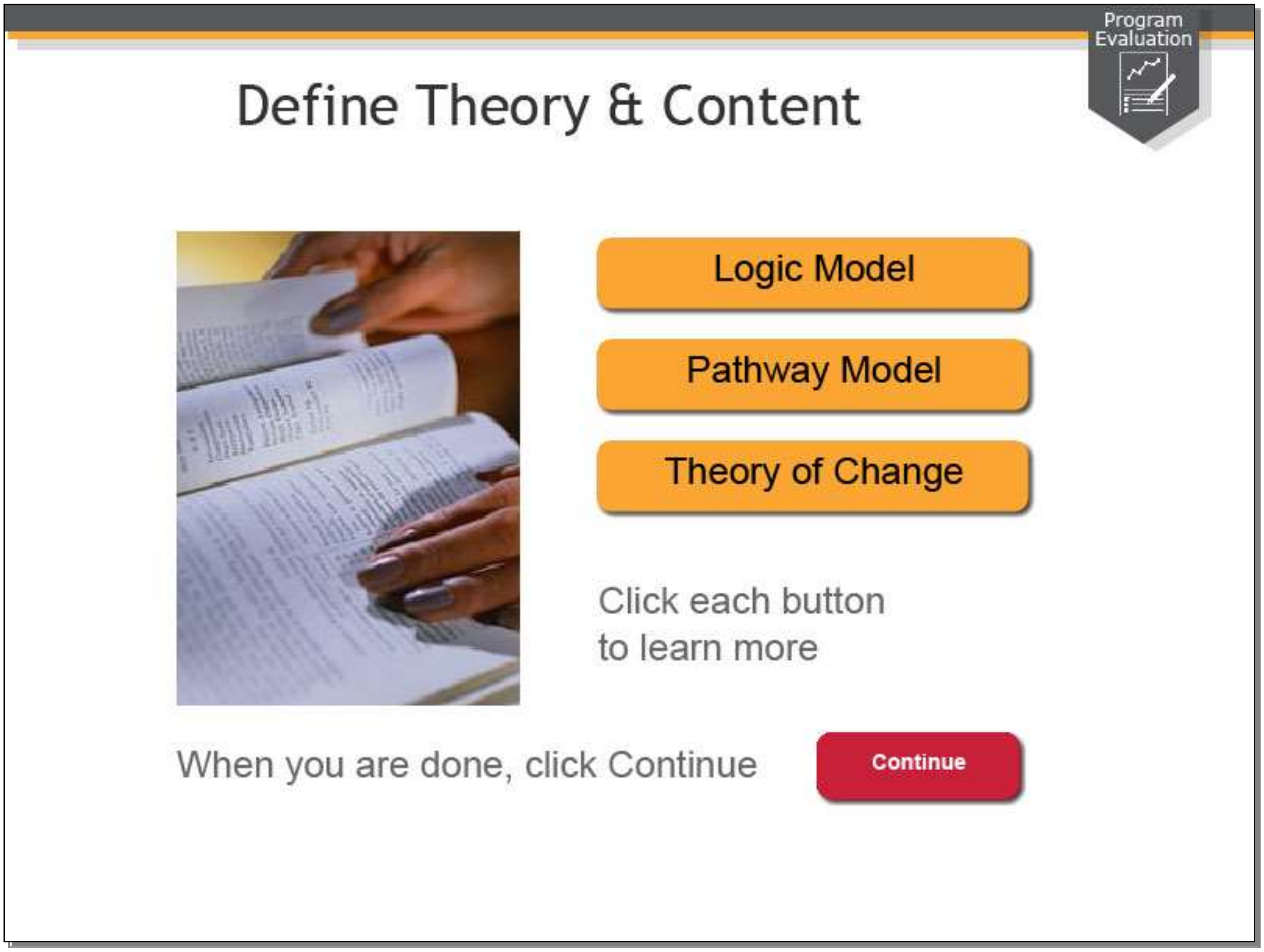
Audio Transcript:

After the needs assessment, it is time to formalize your program. There are many approaches to help you formally define program content and theory, including logic models, pathway models, and theory of change modeling.

These tools provide simple, effective means to describe, review, and refine programs. Furthermore, many funders require that new programs use such a model to define program theory and content.

Let's take a look at each of these models. Click on the names of each of the three tools to learn more. When you are finished, click the continue button.

Slide 22 - Define Theory and Content



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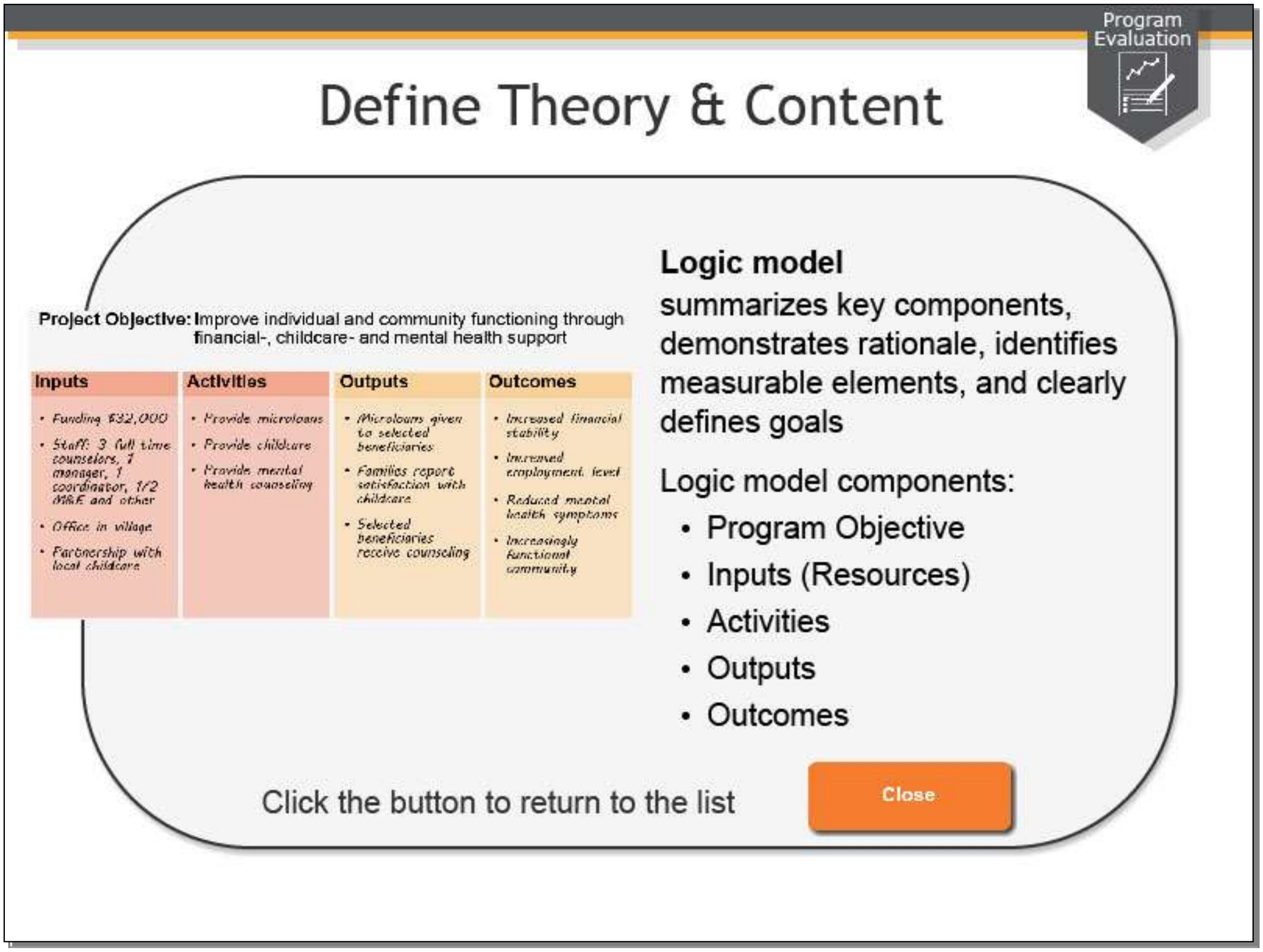
Slide 23 - Logic Model



Audio Transcript:

A logic model is a tool used to represent key components of a project in a formal and systematic way. It often takes the form of a table.

A logic model summarizes key program elements, demonstrates the rationale for why a program is designed in a certain way, identifies key measurable program components, and clearly defines the goals, objectives, and outcomes of a program.

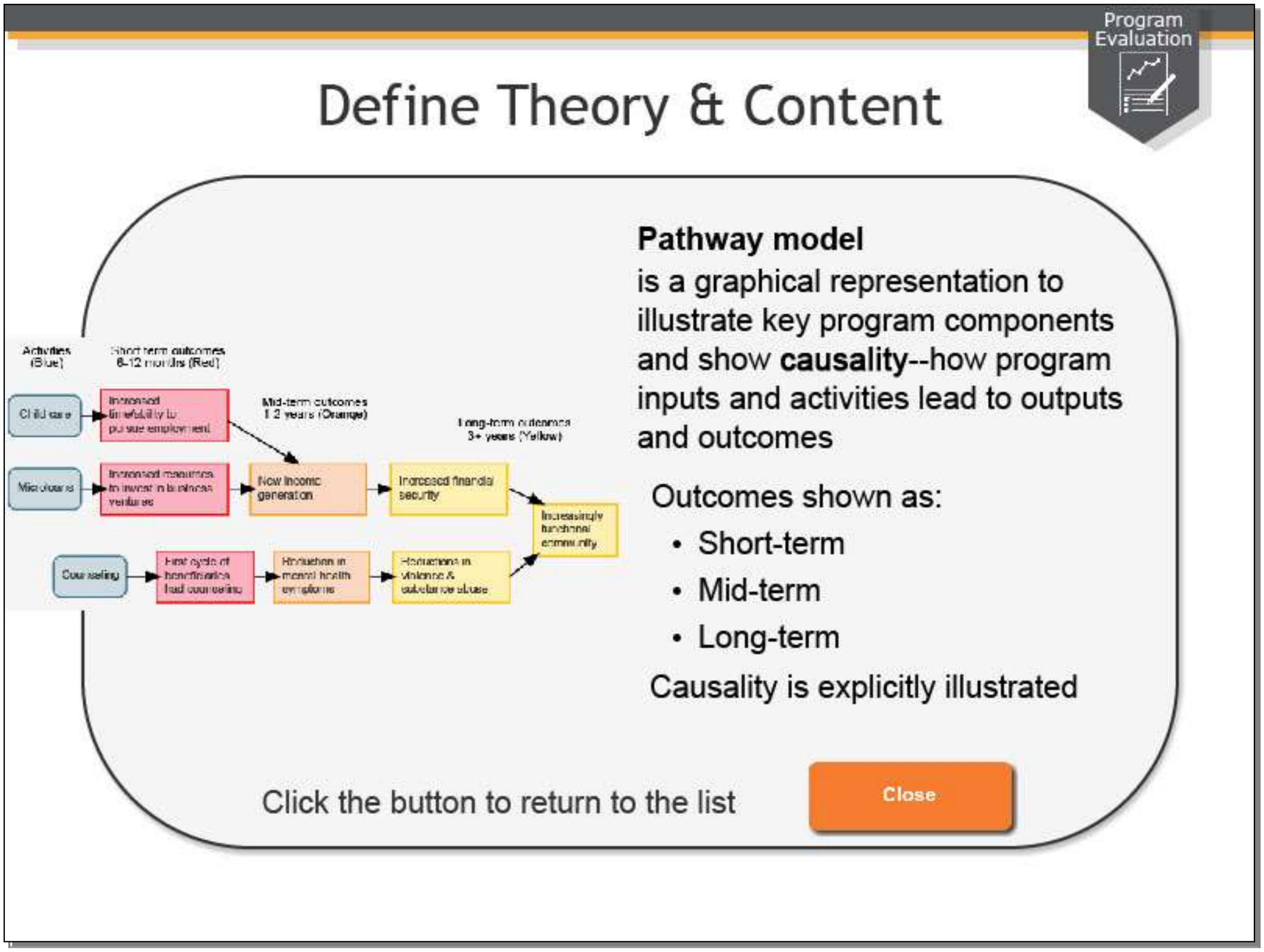
A logic model is framed by the core program objective. From there, logic models typically include at least four components:

- Resources or “Inputs” – These are the things required in order to implement the program or intervention. This may include things like financial resources, personnel, or logistical resources;
- Activities– that is, the actual interventions or services that will be provided, and what the program staff will do;
- Outputs – the direct products or results generated by the program—things such as the number of clients served or professionals trained;

- Outcomes – the changes or improvements we hope and expect to see—such as improvement in client well-being.

Some logic models also include external factors and assumptions. There are many ways to configure a logic model, but the purpose is the same: to clearly show the key components of your project in a single (and hopefully concise) table.

Slide 24 - Pathway Model



Audio Transcript:

A pathway model is a graphical representation used to systematically summarize key components of a project. Outcomes in a pathway model are often divided into short-term, mid-term and long-term outcomes.

Each outcome builds on the ones before it to illustrate the milestones of progression from the start of activities to the final outcomes over the length of the program.

Pathway models are also useful tools for identifying and developing key indicators that are tailored to the program.

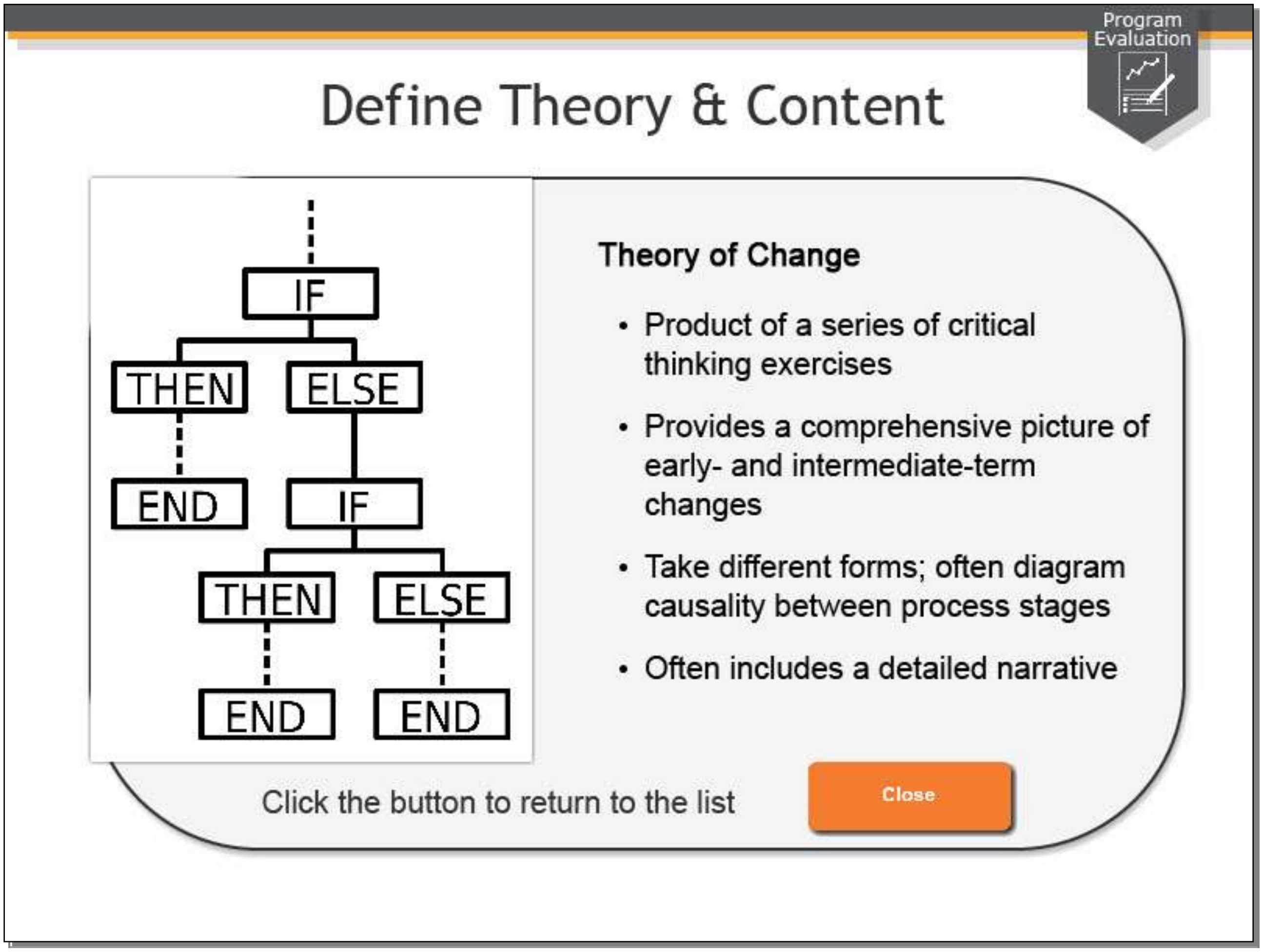
As with the logic model, the pathway model builds off the components of inputs, activities, outputs, and outcomes. However, in a pathway model, each component is represented as a “box” that is connected to others by arrows.

Where a logic model implies causality, the pathway model makes causality explicit. Arrows in the model show how the activities lead to the outcomes.

This way of illustrating a program makes clear the process by which the program will create change. It also helps highlight any gaps in program logic.

While the resources or inputs are explicitly shown in the logic model, they are not usually specifically represented in the pathway model.

Slide 25 - Theory of Change



Audio Transcript:

A third approach that can help formally define program content and theory is the Theory of Change Model.

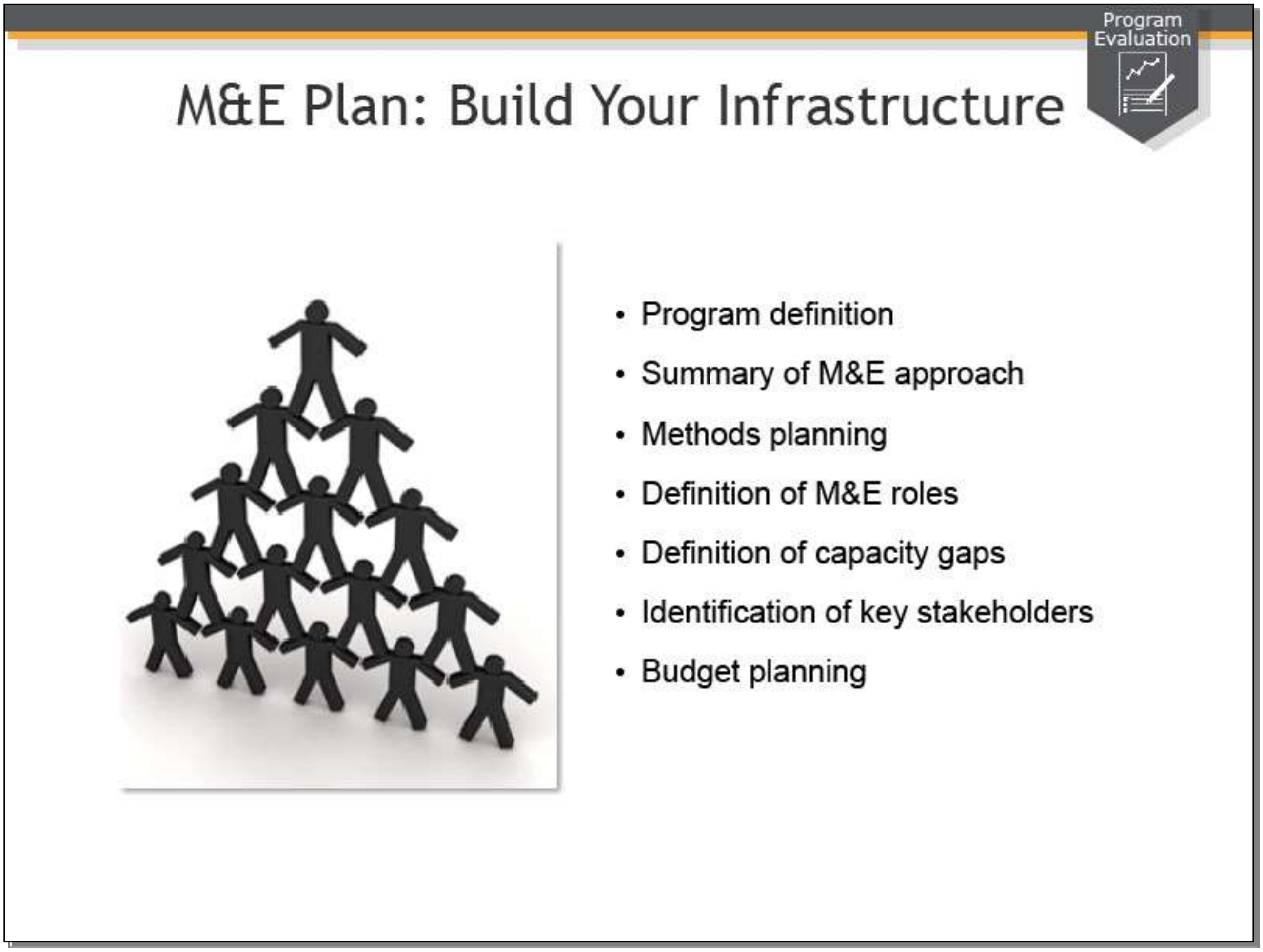
The Harvard Family Research Project defines Theory of Change as the product of a series of critical-thinking exercises that provides a comprehensive picture of the early- and intermediate-term changes in a given community that are needed to reach a long-term goal articulated by the community.

Theories of change can take many different forms, but often include a diagram that depicts how an intervention is imagined to lead to the change.

Similar to a pathway model, this would show the causal linkages between various stages of a process, from project activities through long-term goals.

Theories of change also often involve a detailed narrative explaining those linkages and identifying assumptions being made about the context or conditions of the intervention and its effects.

Slide 26 - M&E Plan: Build Your Infrastructure



Audio Transcript:

Prepared with a clear understanding of the needs and good definition of the theory and content for a new program, you can write the M&E plan for your program.

The M&E plan will be your guide to conducting monitoring and evaluation over the duration of the project. It is a detailed document, and there are many different ways to write one; however, a typical M&E plan might include the following parts:

Define the program. Introduce and summarize your program.

The program definition also includes your Logic Model, Pathway Model and/or Theory of Change model. It is the basis for your M&E Plan, and it explains exactly what you are evaluating.

Provide a brief summary of your M&E approach for the project. This is one page describing what you will do to monitor and evaluate your program.

Think of it as the executive summary of your evaluation plan. It is a great way for team members, new staff, and funders to get a high-level understanding of the plan.

Plan the methods. This is the heart of an M&E plan. It involves some very specific concepts and specific tools, processes and skills.

However, for the purposes of this introductory unit, know that at a high level, methods includes your sampling, tools, data collection, and analysis.

Define all of the roles relevant to the M&E plan. Who collects data? Who analyzes the data? Who interprets the data? Who transcribes interviews? Who has final approvals?

This section ensures that all tasks and roles are addressed, and it ensures that everyone on the team knows what is expected of them.

Identify capacity gaps. Is there any part of the plan that you cannot accomplish with the available staff, skills, and expertise?

Imagine, for example, if the plan required conducting t-tests and ANOVAs, but no one among current staff knows how to do that. In this section, acknowledge that gap and briefly describe how you will gain those skills or find external support to fill those gaps.

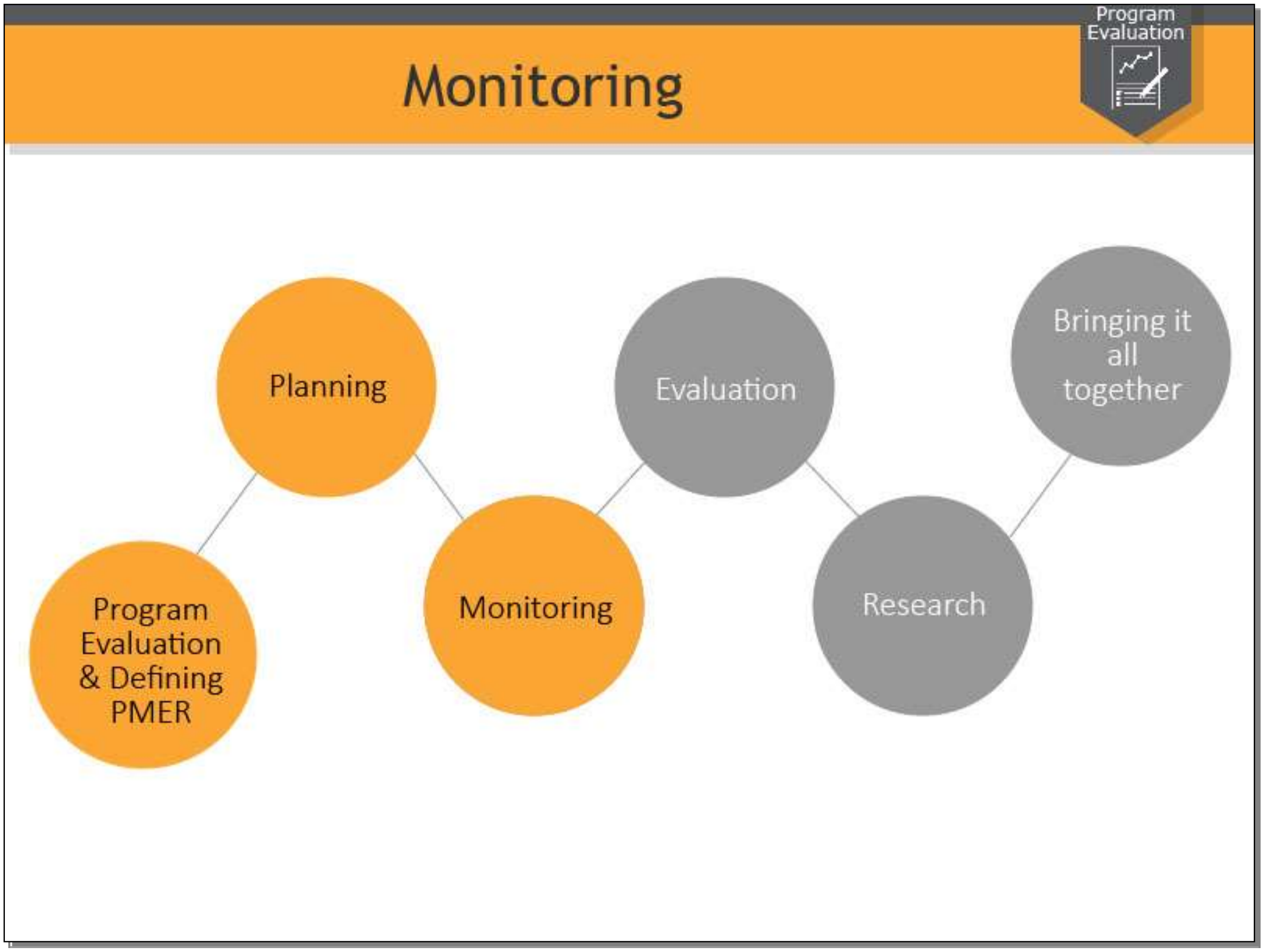
Identify key stakeholders. These are people in the community, clients, and others in your organization who have a vested interest in the program and its evaluation.

These include people who can review and provide feedback to improve your evaluation. They also include people you want to share your results with, such as current and potential donors. In this section, name those people and describe their planned involvement.

Plan the budget. In this section you should include the costs of the monitoring and evaluation work in great detail, including staffing, software, travel, office resources and other relevant costs.

It is good to provide evidence that this budget is integrated into the larger program budget. This assures that your plan is more than a just paper document; it is a resource for real action.

Slide 27 - III: Monitoring



Audio Transcript:

The second element of PMER is Monitoring—the regular and systematic collection of information and use of that information to track progress against set standards and benchmarks.

In other words, monitoring is a strategy to track whether an intervention, program or organization is doing what it planned to do.

Slide 28 - Everyday Monitoring

Audio Transcript:

Formally or informally, we monitor every day. At a very basic level, monitoring is just a common, human activity by which we observe and keep track of activities, circumstances, and changes in our lives.

This is the basic idea of monitoring:

- we make goals,
- select indicators and set benchmarks,
- and check our progress against those benchmarks.

Which hopefully helps us achieve short and long term goals.

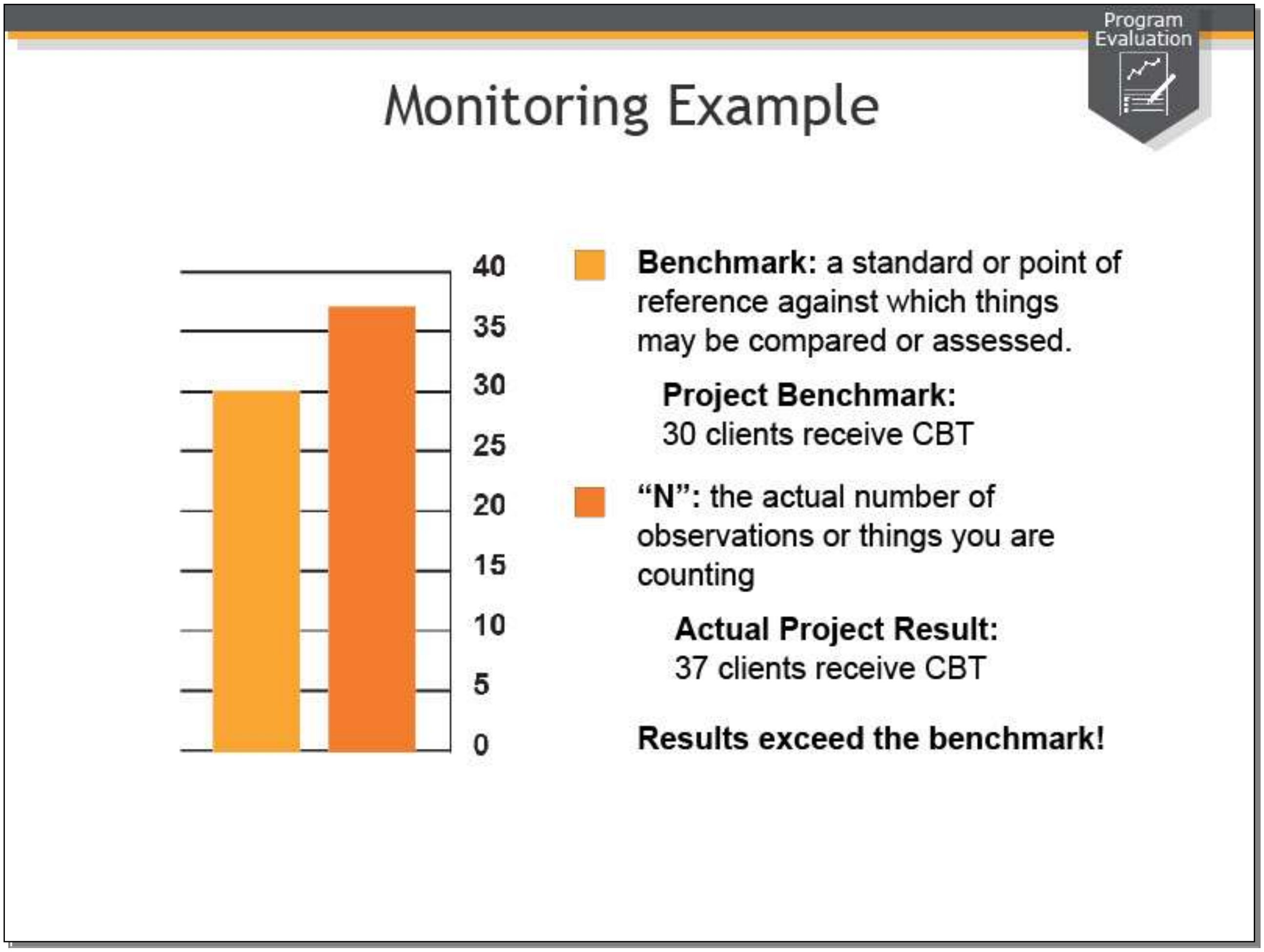
We do this type of everyday monitoring all the time—when we take a class, learn a new language, start a new job—any time we work toward a goal.

This kind of monitoring has become so common that an increasing number of businesses and technologies have developed to offer ordinary people ways to quantitatively monitor everyday things like diet, exercise, household budgets, and more.

In the monitoring and evaluation of programs, we build on these same basic ideas to track and measure the implementation of programs, and adjust or modify ongoing aspects of a program as needed to improve quality and achieve objectives.

Let's look at an example of this type of benchmark-setting and monitoring.

Slide 29 - Monitoring



Audio Transcript:

Sara's organization is writing a grant proposal for a new treatment program. In the proposal, her organization says that the program will provide cognitive behavioral therapy (or CBT) to 30 individuals in the first year of the grant.

This is the benchmark, that is, the number the program aims to reach or surpass in the given time frame.

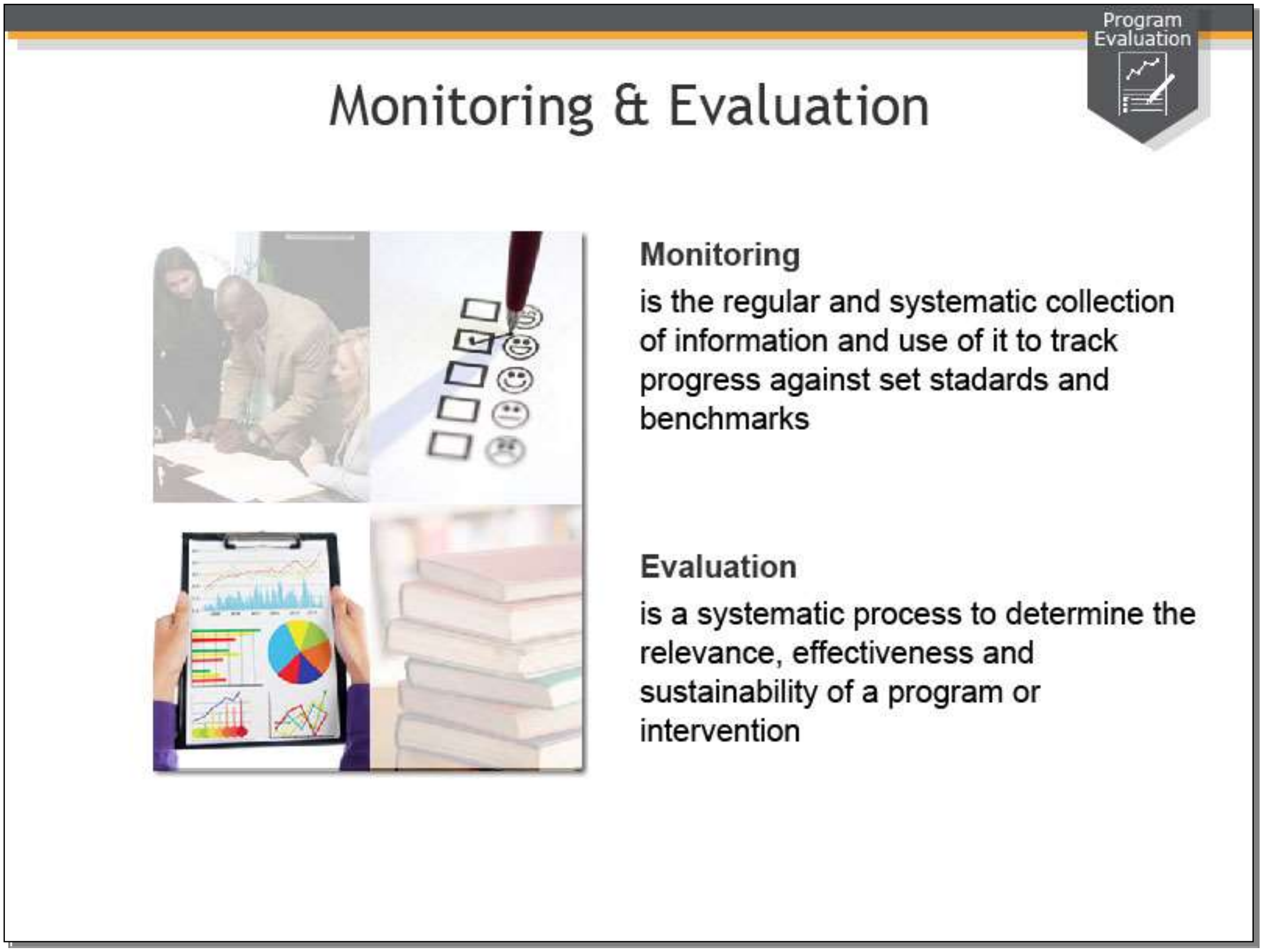
Once the organization learns that the project is funded, Sara and her colleagues carefully plan for how they will conduct the monitoring—what they will measure, and how they will collect the data.

Then, from the start of the program, they regularly and systematically collect data to track the program's progress against that benchmark.

Throughout this first year of the grant and the program, Sara's monitoring activity collects information about how many people receive CBT. At the end of the year Sara sees that 37 individuals have received CBT through the program in its first year.

She compares the number of actual clients counted—37—against her benchmark, which was 30. Sara and her organization can now report to their funder that the project has met and surpassed the benchmark!

Slide 30 - Monitoring & Evaluation



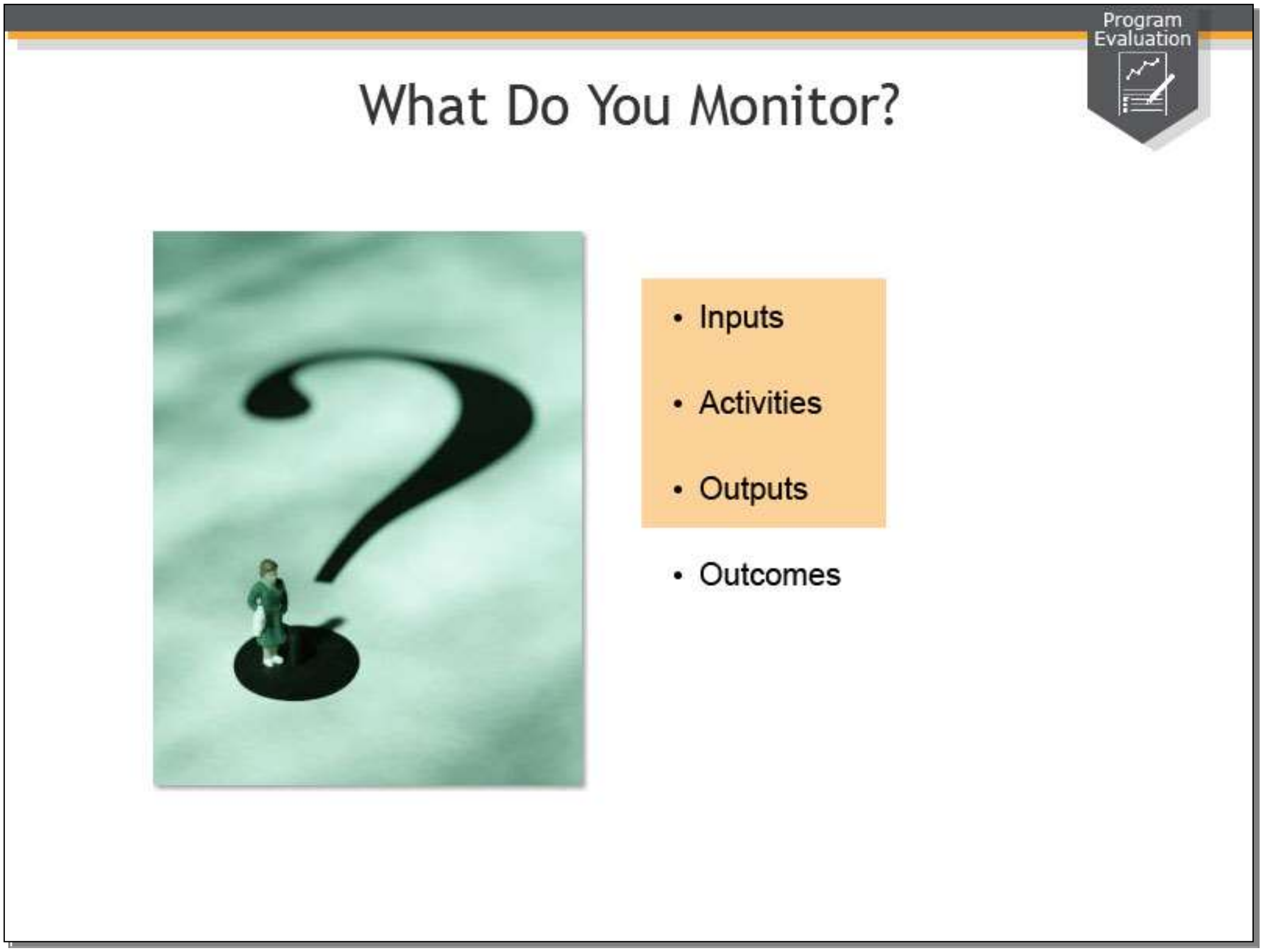
Audio Transcript:

Remember that monitoring and evaluation are very closely connected and often work together; however, each of these distinct activities has a specific purpose and set of characteristics.

At a broad level, monitoring measures the implementation of a program or intervention. It tracks progress against set standards and benchmarks. Evaluation assesses outcomes and impacts of a program or intervention.

In other words monitoring tells you if you are providing the program as you planned to provide it; evaluation tells you whether that program is useful or effective.

Slide 31 - What Do You Monitor?



Audio Transcript:

Let's consider categorically, some of the types of things you might monitor. You may recall the four components of logic models and pathway models described in the planning section of this lesson: Inputs, Activities, Outputs, and Outcomes.

If you have developed your program theory or logic in this way, you already have an indication of what elements you should track throughout the project. In particular, the first three components are likely to include elements you may want to monitor.

Inputs are the resources that are needed to implement a program. Inputs are not usually the focus of monitoring, and are not included in most monitoring systems.

That said, there are times when indicators related to inputs may be relevant for monitoring.

Activities are the things that you do in your program. In a trauma rehabilitation program, these might include things like providing a certain number of group therapy sessions, providing social work services, and staff capacity building.

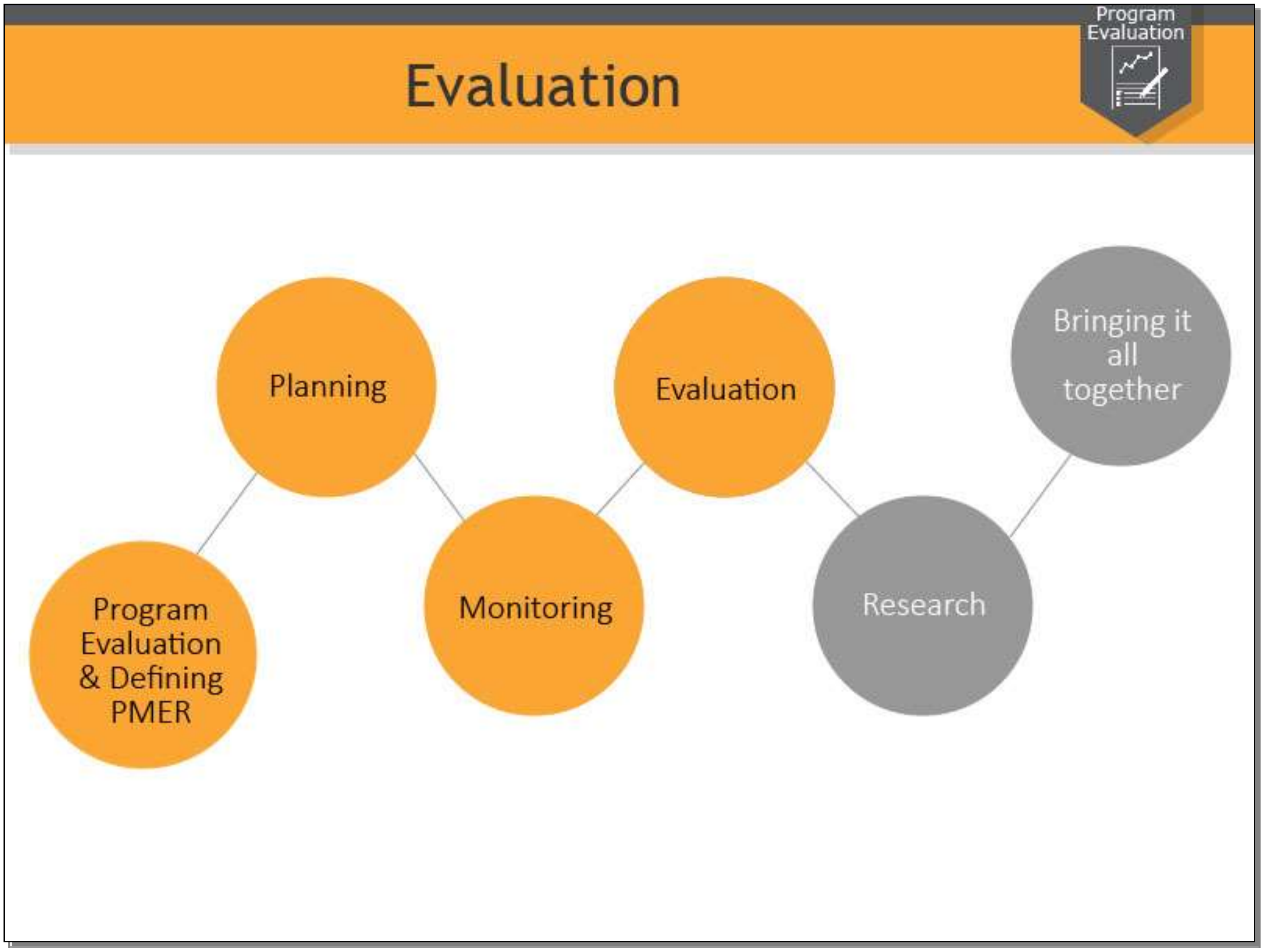
Activities are at the core of monitoring. They are the active mechanisms by which a program works to meet its goals. Therefore, monitoring activities helps ensure a successful implementation.

Outputs are the immediate products or results of a program. In a trauma rehabilitation center, these might include the number of group therapy sessions delivered, the number of clients served, and the number of staff members trained.

It is at the discretion of the team or organization to decide which outputs will be monitored.

Generally, monitoring deals with activities and their immediate outputs, while evaluation deals with outcomes.

Slide 32 - IV: Evaluation



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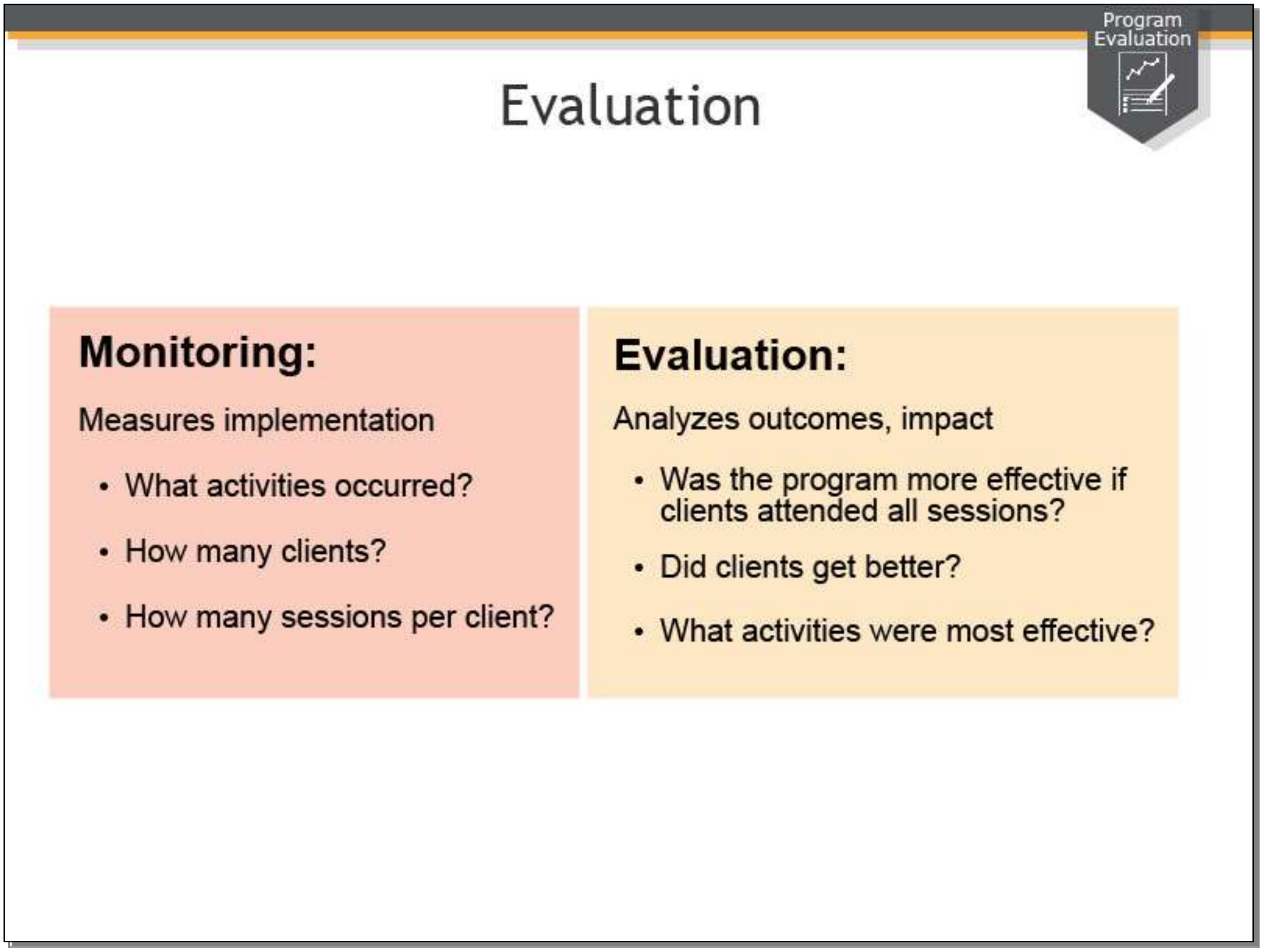
The third element of PMER is Evaluation.

Slide 33 - Evaluation



Audio Transcript:

Evaluation in this context refers to a systematic process to determine the relevance, value, effectiveness, or sustainability of a program or intervention.

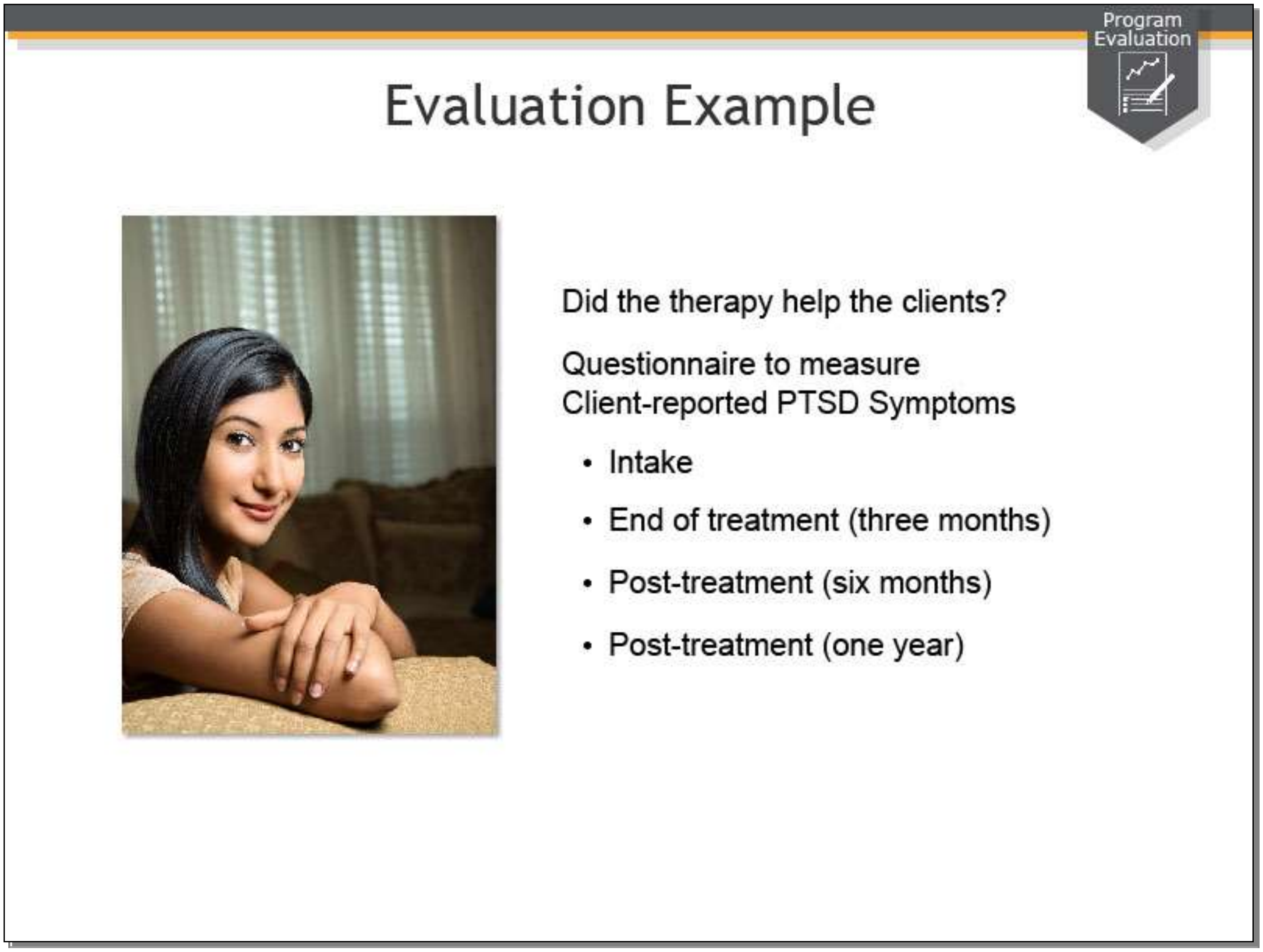
Recall that monitoring measures the implementation of a program or intervention.

Evaluation analyzes the outcomes and impact. Evaluation asks more complicated questions, such as how useful or effective was the program or intervention.

Monitoring uses indicators to assess whether a program is administered as it was planned. It answers questions like what, how many, and how often.

By contrast, evaluation speaks to the broader goal of the program to analyze the outcomes and impact. It examines indicators that reflect why the program exists and whether it is meaningful or valuable.

Slide 34 - Evaluation Example



Audio Transcript:

Returning to the example of Sara and her organization: monitoring provided information about the number of people who received Cognitive Behavioral Therapy, or CBT, in the first year of the project.

However, using evaluation methods, Sara wants to examine the value and effectiveness of the CBT—did the therapy actually help the clients?

One of the most common ways we do this is to measure the change in mental health symptoms. In this instance, Sara and her colleagues selected a questionnaire designed to measure PTSD symptoms. This questionnaire was completed with each client at intake.

Then, at the end of treatment, they followed up with the clients using the same questionnaire to measure PTSD symptoms post treatment.

Comparing these numbers for all 37 clients, Sara was able to gather information about the change in client symptoms over the course of the CBT intervention, providing one source of information that can be used to

understand a broader picture about the potential effectiveness of the program.

This is information that is very valuable--to service providers, program managers, current donors, and potential donors.

Sara and her organization can now demonstrate that not only did they surpass their benchmark number of clients, the program's clients reported reductions in their PTSD symptoms.

As you can see, a systematic evaluation process can be a powerful tool to help your organization understand—and demonstrate to your supporters and funders—whether an intervention or program is valuable, useful, or effective.

Slide 35 - M & E Commonalities

Program Evaluation

M&E: Commonalities

- Monitoring and evaluation indicators may overlap
- Both can be used to adjust a program
- Monitoring = program implementation; Evaluation = program value
- Both are necessary
- **Monitoring** data is often used in **evaluating** a program or intervention
- Monitoring is an essential component of an evaluation process

Audio Transcript:

All these differences between monitoring and evaluation aside, there are also several areas of commonality and potential overlap.

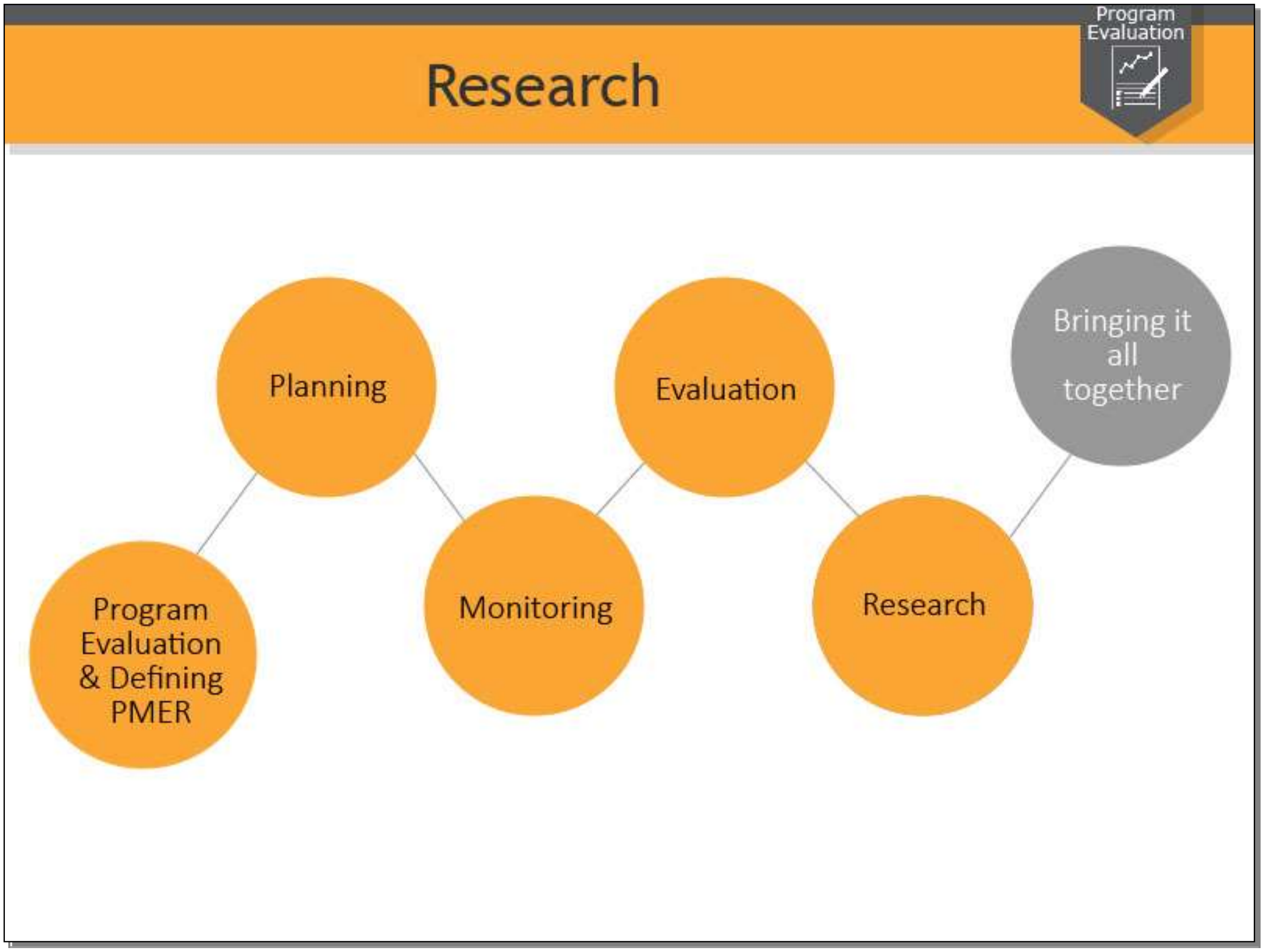
For example, there is often potential overlap between monitoring and evaluation indicators, and data from both monitoring and evaluation can be used to adjust program inputs and activities.

The key points to remember are that monitoring tracks program implementation, while evaluation assesses the value of a program.

Also, remember that you need both monitoring and evaluation to fully understand the actual implementation and the effectiveness of the program.

Monitoring data is often used in evaluating a program or intervention, and monitoring is an essential component of an evaluation process.

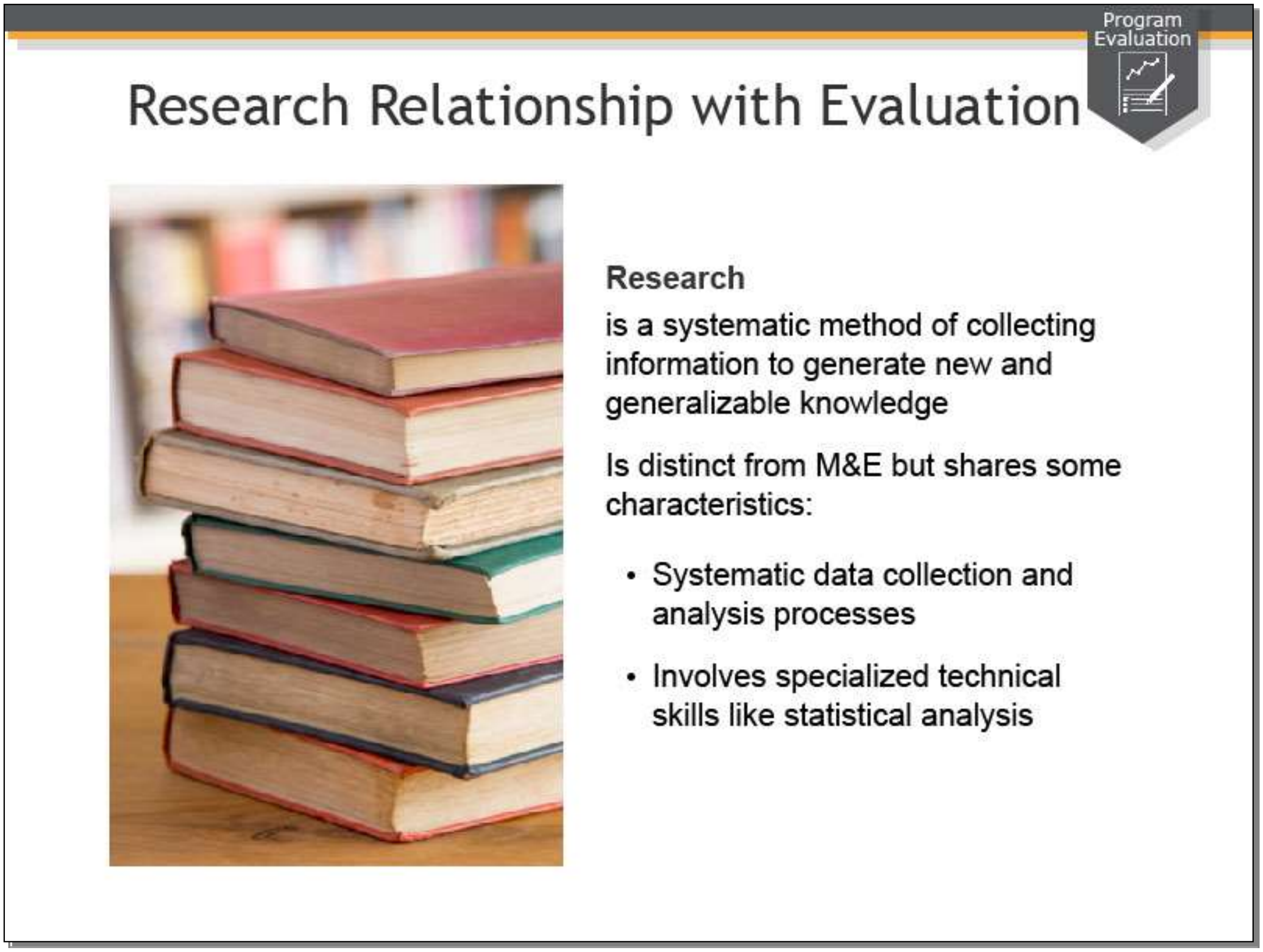
Slide 36 - V: Research



Audio Transcript:

Finally, we have Research. Research is a systematic method of collecting information to generate new and generalizable knowledge. In the survivors of torture field, research is often used to build and augment an evidence base for professional practice.

Slide 37 - Research Relationship with Evaluation



Audio Transcript:

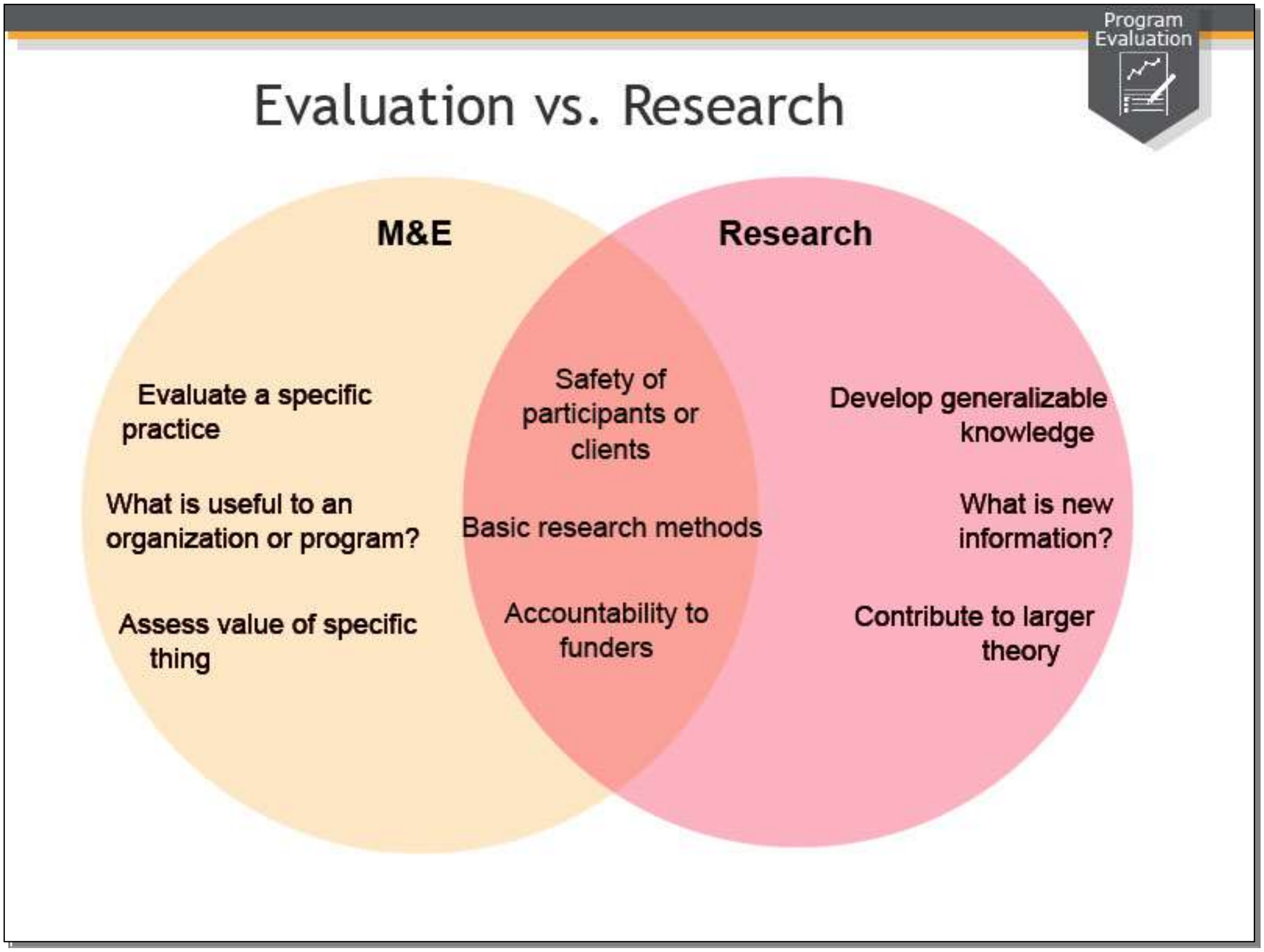
At a high level, M&E is generally concerned with a particular intervention, program or organization; whereas research is an investigation designed to advance knowledge in a broader sense within a field or discipline.

In the survivors of torture rehabilitation field, for example, research is sometimes used gather evidence about the effectiveness of specific mental health interventions and practices that might be replicated in similar contexts by different organizations in the field.

As with M&E, research involves systematic data collection, and a systematic process of analysis to answer questions and enhance understanding. Also, there are important core skills such as statistical analysis that are relevant to both M&E and to research.

While both evaluation and research require specialized technical skills, the specific skills and resources required for research are highly specialized, and often, beyond the scope of what busy organizations have readily available.

Slide 38 - Evaluation vs. Research



Audio Transcript:

For our purposes, we think of research and M&E as distinct practices that overlap.

The better we understand the characteristics of each of these practices—including how they overlap and how they are different—the better we can clearly articulate, plan, and execute PMER activities.

In this diagram, the first sphere of practice represents M&E. It includes descriptions of some the major concerns and characteristics associated with M&E. The second sphere of practice represents the major concerns and characteristics of research.

As you can see, the circles overlap and share some characteristics. But we will focus on the important distinctions. At a broad level, they are:

Enter the Closed Caption Text

M&E is focused on measuring and evaluating a specific practice, whereas research is focused on developing generalizable knowledge.

M&E seeks to find what is useful to the organization or program, while research is more concerned about developing new information to inform the field.

M&E seeks to demonstrate the value of something—

for example, the value or worth of a particular intervention or program within a specific organization. Research is more concerned with contributing to a larger theory and body of knowledge across all organizations.

Slide 39 - Deciding if Research is Right for You

Deciding If Research Is Right for You

Program Evaluation

- **Monitoring & Evaluation** is essential, has direct effect on programs
- **Research** is optional

  It requires skills and resources that may not be sustainable
- Consider whether the investment is practical for your organization

Audio Transcript:

Monitoring, evaluation, and research are all related practices that we need to consider when we talk about PMER.

However, it is important to be clear: all programs should conduct some type of monitoring and evaluation, but not all programs should conduct research.

Although there may be benefits, research demands a particular set of skills and resources that may not be possible for many organizations.

Certainly, evaluation requires technical skills, but research skills are more technical, specialized, and demanding.

Your organization’s leadership should consider whether performing research is appropriate or desirable for your organization. If it is desired, it is important to consider whether you can invest the time and resources into developing the capacity to conduct research.

Slide 40 - Is Research Right for Your Organization?

Audio Transcript:

Overall, research demands:

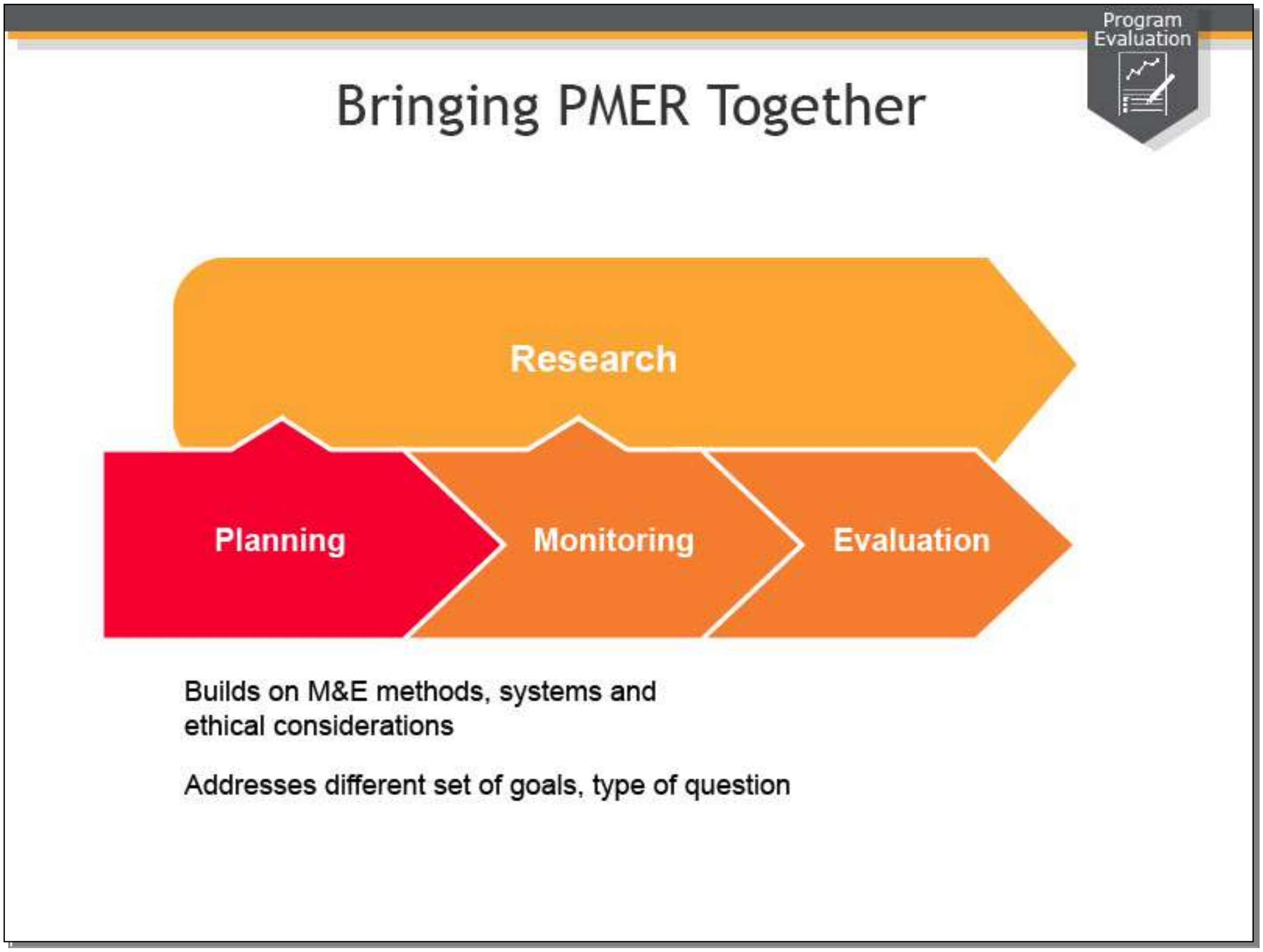
- additional, dedicated time,
- greater financial resources,
- specialized methods and analysis skills,
- technical writing skills,
- access to peer-reviewed literature,
- familiarity with literature, and
- expertise in the field of study.

Slide 41 - VI: Bringing It All Together

Audio Transcript:

To summarize, let's take a look at how all of the elements of PMER—Planning, Monitoring, Evaluation, and Research—come together.

Slide 42 - Bringing PMER Together



Audio Transcript:

Planning is the foundation for all PMER.

In this stage, it is important to take the time to make deliberate, careful decisions and build consensus around how you will conduct your monitoring and evaluation or your research plan.

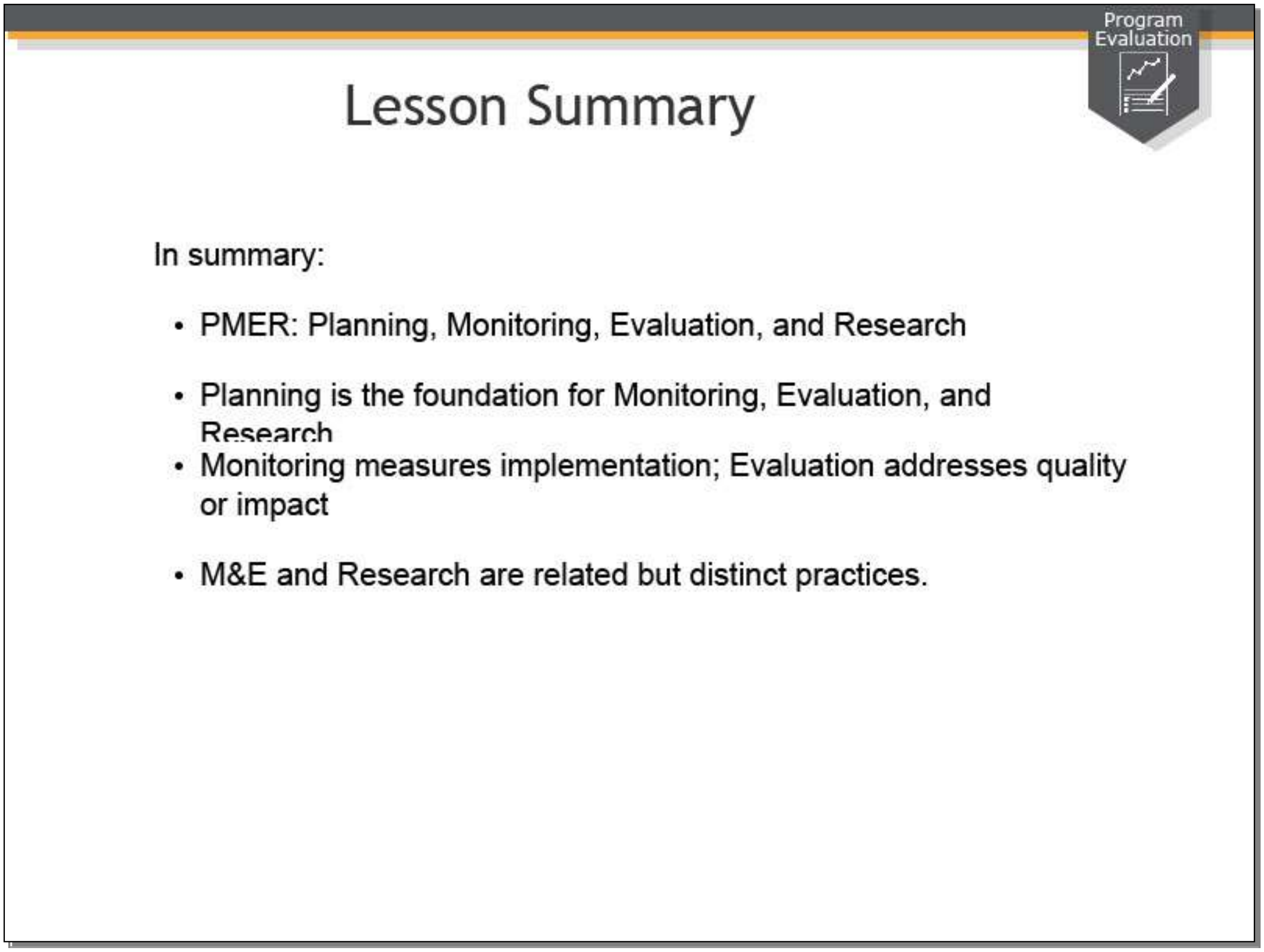
How well you do this will affect the quality and usefulness of both your data and analysis later.

At the end of the planning phase you should have the tools, systems, resources, and team buy-in you need to begin monitoring—which lets us know if our planned activities are on track—and evaluation—which gives us information about the impact or value of our programs or interventions.

Finally, with a core of M&E systems and skills in place, we open up the opportunity to do research.

Research shares and builds on the methods, systems, and ethical consideration of M&E, but research has different goals and addresses a different type of question.

Slide 43 - Lesson Summary

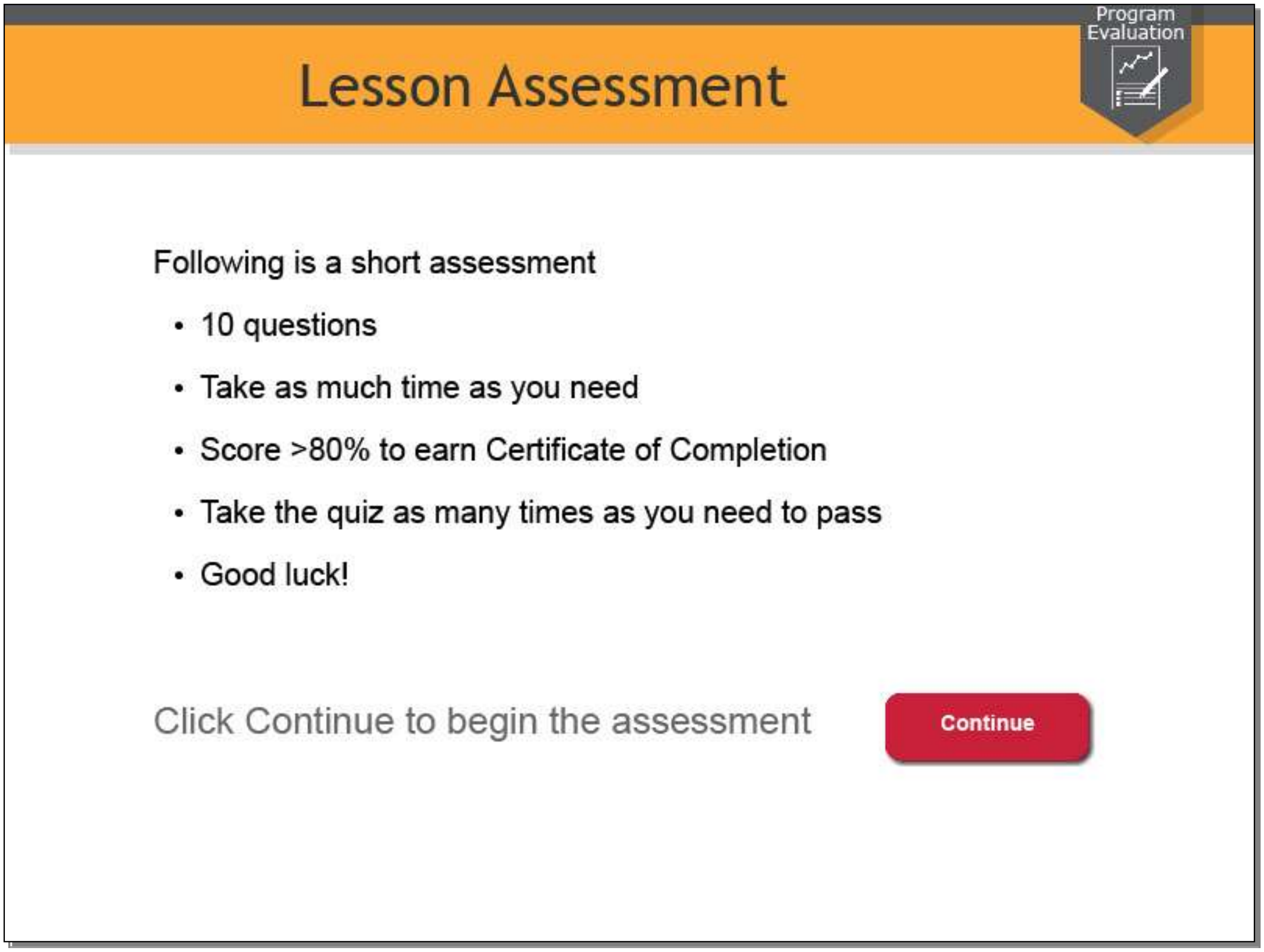


Audio Transcript:

In summary:

- PMER stands for Planning, Monitoring, Evaluation, and Research.
- Good planning is the necessary foundation for robust Monitoring and Evaluation or Research activities.
- Monitoring measures implementation; Evaluation addresses quality or impact.
- M&E and Research are related but distinct practices.

Slide 44 - Lesson Assessment



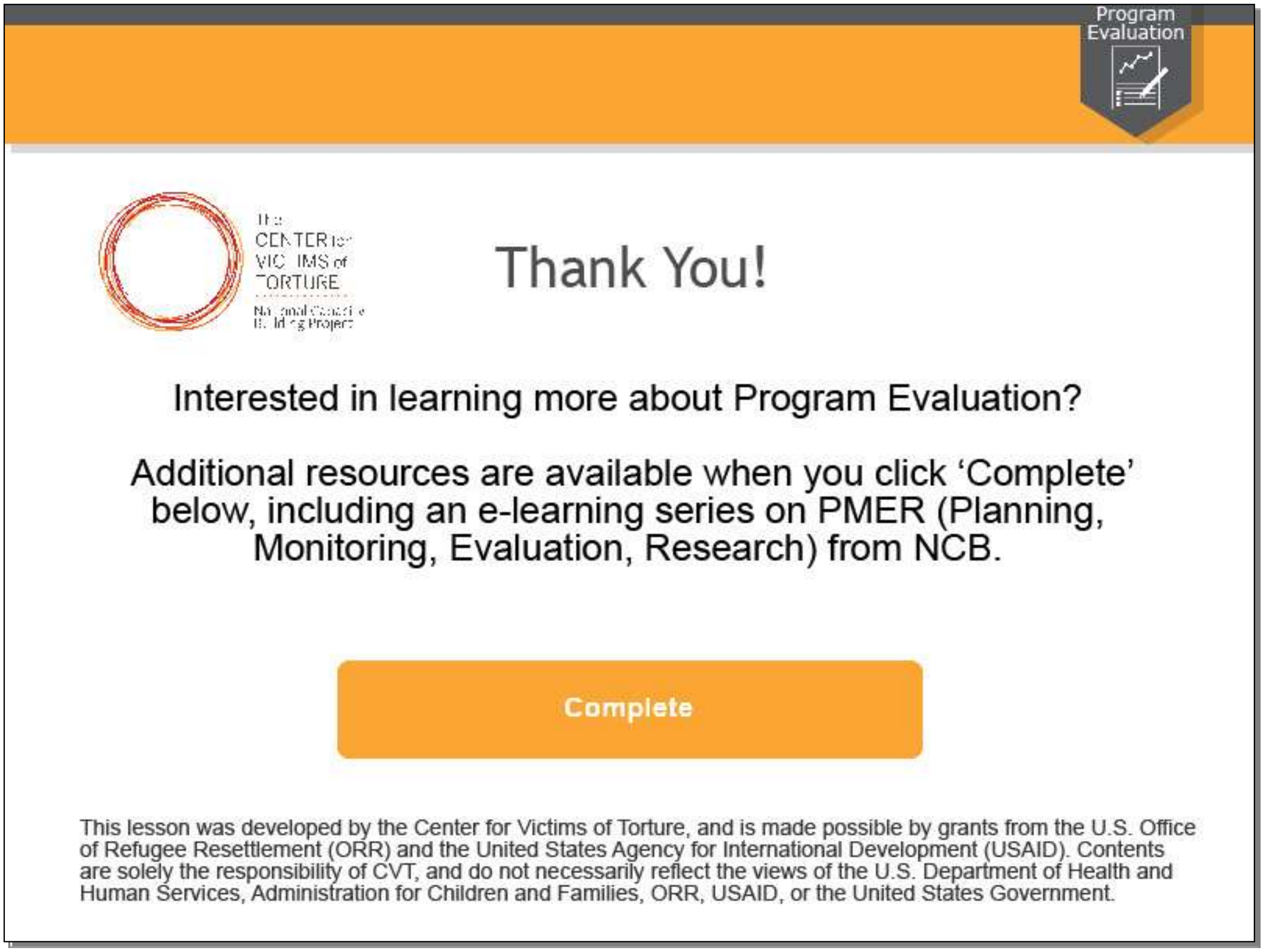
Audio Transcript:

Congratulations, you have completed the Program Evaluation lesson. Please proceed to the next slide to complete a short assessment.

Answer the questions about the lesson to the best of your ability and take as much time as you need, this is not a timed test.

You must score 80% or higher to pass the assessment and earn the Certificate of Completion. You may take the test as many times as you need to pass. Thank you and good luck!

Slide 56 - Thank You



Audio Transcript:

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